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# TEACHER'S SOURCEBOOK LEVELS

THORN..IRWIN

EXPRESSWAYS

A CORE PROGRAM IN READING, WRITING, LISTENING, SPEAKING

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EXPRESSWAYS

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# TEACHER'S SOURCEBOOK LEVEL 5

Elizabeth A. Thorn

Joan M. Irwin



Gage Educational Publishing Limited



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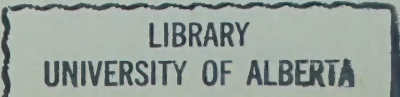
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ISBN 0-7715-5956-9

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# Listening Selections

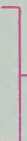
*A listing of the stories and poems that are used within the units is provided here for your convenience.*

<i>Spider and Squirrel</i>	Kathleen Arnott	5
<i>Goodbye, Mr. Bear</i>	Claribel Gesner	15
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# Expressways


An integrated language arts program in seven levels for the early elementary school years.

Level 1  
Level 2  
Level 3




Grade 1

Level 4  
Level 5



Grade 2

Level 6  
Level 7



Grade 3



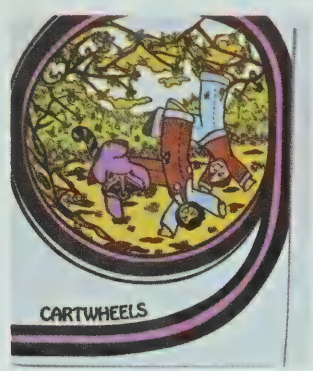
# Expressways

## Core Materials    Grade 2: Levels 4 and 5

### Pupil's Books



Level 4

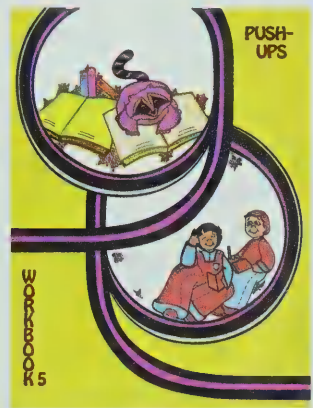


Level 5

### Pupil's Workbooks



Level 4



Level 5

### Teacher's Sourcebooks



Level 4



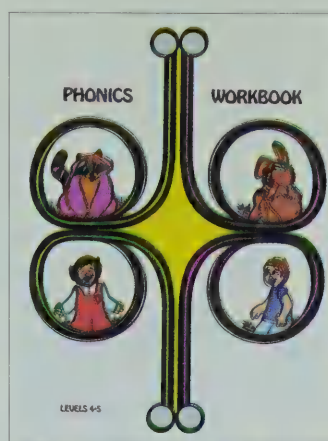
Level 5

## Expressways

### Ancillary Materials Levels 4 and 5

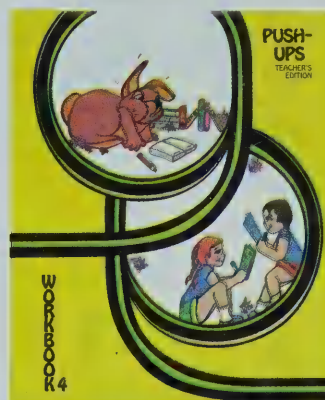
#### Phonics Workbook

One workbook for Levels 4 and 5 provides extra practice with phonic elements taught in Levels 4 and 5

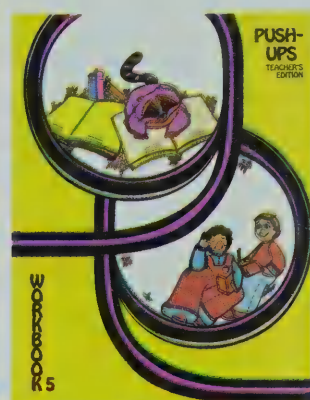


#### Teacher's Edition of the Workbooks

overprinted with responses to the exercises for teacher convenience



Level 4



Level 5

#### The Reading Corner

books for each level for independent reading; each extends the unit theme.



#### Tests

End-of-level tests  
on ditto masters



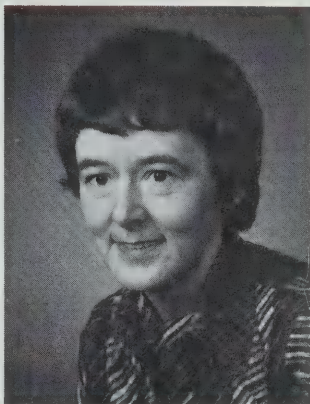
#### Spelling Game

Contains colorful gameboard,  
playing cards and spelling lists.



## Expressways

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## Expressways

An integrated language arts program designed to develop the language competence of children in the early years of the elementary school

### Basic Assumptions

1. Language has four strands — the receptive components, listening and reading, and the expressive components, speaking and writing — and competency in each is important to the individual. A language program should be cognizant of and plan for pupil growth in each component.
2. The four strands of language are interrelated and interdependent. A language program should be organized so that experiences in one area are related to, and reinforce learning in, the other areas.
3. Language grows and develops in relation to experience. A language program should capitalize on children's actual experiences and provide vicarious experiences that extend and enrich their backgrounds.
4. Language is used to communicate with other people. Usually it is learned best in social situations that provide opportunities for interaction.
5. Language is a vehicle for thinking, used in establishing relationships among experiences and in organizing and refining ideas. A language program should provide content and situations that stimulate thinking through language.
6. Language presentations take many forms. A language program should provide experience with varied forms of oral presentations (discussions, conversations, storytelling, drama, and so on) and varied forms of written presentations (stories, essays, poems, and so on).
7. Language is often used in relation to visual materials. A language program should help children to relate ideas presented in pictures, diagrams, and so on, to ideas presented in oral or written language.

### Program Goals

The goal of the *Expressways* program is that children will develop language competence commensurate with their potential and stages of development. More specifically, the children will:

- **listen** effectively in a variety of situations
- develop the skills of word perception and interpretation essential to interpreting and evaluating ideas expressed in oral language
- appreciate prose and poetry that is presented orally
- recognize listening as an important method of obtaining information and sharing in the ideas of other people
- **speak** fluently in a variety of situations
- express their ideas, thoughts, and feelings, clearly and confidently
- describe real and vicarious experiences
- use oral language to recall and relate experiences
- develop and refine ideas through oral language
- develop a positive attitude towards speaking as a means of organizing and communicating ideas
- enjoy **reading** a variety of kinds of writing
- develop the skills of word perception and interpretation essential to interpreting and evaluating the ideas expressed in written language
- choose to read independently for a variety of purposes
- recognize reading as an important method of obtaining information and sharing in the ideas of other people
- express their ideas, thoughts, and feelings clearly and confidently in **written** language
- use written language as expression and as record
- develop and refine ideas through written language
- become familiar with the conventions of written form, including handwriting, spelling, and punctuation
- become familiar with a variety of forms of writing
- develop a positive attitude towards writing as a means of organizing and communicating ideas

# Expressways

promotes the development of competence in

## listening

by providing

— child-centred, thought-provoking material to ensure development of skill in listening to, and reacting to, ideas:

- stories
- poems
- factual selections
- sets of directions
- riddles
- games

— teacher presentation of listening selections and lessons to ensure that pupils will

- attend to oral presentations
- sustain attention for increasing periods of time
- react to the ideas expressed in oral presentations
- listen to the ideas of others about oral presentations
- recognize sounds
- discriminate sounds

— directed instructional activities to ensure that pupils will

- listen for a variety of purposes
- understand meanings of words in spoken context
- recall details accurately
- ✓ recall main idea
- summarize ideas
- ✓ recognize relationships — sequence; cause-effect
- relate personal experiences and opinions
- follow oral directions
- distinguish fact, fiction and fancy
- ✓ make inferences
- sense emotional reactions
- form sensory images
- appreciate prose and poetry presented orally

## Activity 6

"A Bit of Red Ribbon": Listening to a story  
Predicting outcomes

Talk with pupils about the predictions they made as they read "The Painter's House." Stress that they had to think about what they had read and try to decide what would come next. They might mention the pictures as a good clue.

predict outcomes

Remind them that when they listen to a story they should think ahead too — but point out that they don't have pictures to help them.

extend vocabulary

Instruct the pupils to listen as you read "A Bit of Red Ribbon." Stop at the end of each section and have the pupils predict what will happen next. After reading the next sections have them check their predictions.

### A BIT OF RED RIBBON

The town of Goppendoosel had a problem. There were too many cats. At least, there were too many stray cats, and the town council was very unhappy about it.

The stray cats had no one to feed them and so they hunted birds for food. The people all complained to the council. They said there would soon be no birds at all in Goppendoosel and they didn't want that to happen. The mayor and the town council had to do something.

Question:

What do you think will happen next?

So they hired a Cat Catcher. The owners of pet cats were told to tie a red ribbon on their cats so the Cat Catcher would know they were pets. And he would capture all the other cats and take them away in his van.

When the children of Goppendoosel heard about the Cat Catcher, they called a meeting after school and made a plan.

Questions:

Were your predictions right?

Now what do you think is going to happen?

## Activity 1

"The Goblinade": Listening to a poem  
Recognizing emotional reactions  
Recognizing relationships — cause-effect

attend to a poem

Tell pupils that you are going to read a poem about a little goblin and a little girl. Tell them to listen and find out the different ways the goblin feels and what it is that makes him feel that way.

recognize emotional reactions

Read "The Goblinade."

### THE GOBLINADE

recognize relationships — cause-effect

A green hobgoblin,  
Small but quick,  
Went out walking  
With a black thorn stick.

He was full of mischief,  
Full of glee.  
He frightened all  
That he could see.

He saw a little maiden  
In a wood.  
He looked as fierce as  
A goblin should.

He crept by the hedgerow,  
He said, "Boo!"

Then she laughed again, and  
Went away.  
But the goblin stood there  
All that day.

A beetle came by, and  
"Well?" it said.  
But the goblin only  
Shook his head.

"For I am funny,"  
He said to it.  
"I thought I was alarming,  
And I'm not a bit."

"If I'm amusing,"  
He said to himself,

## Activity 9

Listening to directions

listen to directions

Tell pupils that you are going to read a jingle that they can act out. Instruct them to listen without actions as you read it the first time; and to listen a second time and do the actions.

use detail and sequence in following directions

Direct the listening for each verse by saying:  
Listen for the four (three) things you must do. Be sure you can do them in the right order.

Go through the jingle one verse at a time.  
Then have pupils listen and act out the whole jingle.

### ACTION JINGLE

Put your hand upon your elbow;  
Put your thumb beneath your chin;  
Stick your tongue out at the ceiling;  
Then draw a deep breath in.  
Now relax!

Put both elbows on your table (desk top);  
Make your hands look like a tent;  
Now you can get your head inside  
If your neck is forward bent.  
Now relax!

Put your left hand on your forehead;  
Put your right hand on your cheek;  
Imagine you have seen a ghost,  
And give a frightened shriek.  
Now relax!

Make your fists look like two hammers;  
Tap them three times on your chest;  
Then tap them twice on your left knee;  
And then relax and rest.

## Expressways

promotes the development of competence in

### speaking

by providing

— child-centred materials to stimulate the use of oral language in a variety of situations:

- pictures
- picture sequences
- stories and poems
- direct experiences

— instructional activities to ensure that pupils will

- use oral language for a variety of purposes
- react to ideas in oral presentations and pictured situations
- respond to the ideas of others
- express ideas in sentences
- use varied sentence patterns
- express ideas in sequence
- use precise vocabulary
- dictate sentences for recording in group and individual compositions
- dramatize
- retell stories
- tell a story in sequence
- reproduce rhythmic patterns
- say poems
- participate in small group discussions



from Somersaults

## Activity 9

### Participating in a group discussion

**Note:** The purpose of this activity is to introduce pupils to techniques of effective discussion. Your role in the discussion will be to provide pupils with guidance in participating, paying attention to what others say, and in interacting with the other members of the group. Try to keep your comments to a minimum so that pupils learn to exchange ideas with each other, rather than directing their remarks to and through you. You may find that pupils participate more effectively in a discussion if:

1. the discussion group consists of no more than six pupils and that membership in the group is constant over an extended period of time.
2. the discussion group is set apart from the rest of the class and is seated in a circle
3. the topic for discussion is presented visually (e.g. a question written on the chalkboard or a placard, a picture, an object).

Organize groups for discussion by selecting six pupils of varying language ability to be members of each discussion group. Take the discussion groups one at a time for periods of five to ten minutes initially.

analyze discussion process

Have pupils consider briefly what people must do when a group of them want to talk about something. They might focus their attention on points such as:

1. When can you talk?
2. What can you do if you don't understand what another person means?
3. What can you do if you don't agree with another person's ideas?
4. Why should everyone have a chance to say something about the topic?
5. What can you do to help you remember the different ideas that were discussed?

Some topics for discussion are listed below; however, if there is a current issue that is of real interest to the pupils, use that for the discussion.

What can I do about a younger (sister or brother) who plays with my crayons and breaks them?

What can I do about an older (sister or brother) who always decides which TV programs we're going to watch?

## Activity 2

### Discussing the Unit theme Dictating a composition

Recite the poem "Brother."

**Note:** Remember that if you set an example by reciting rather than reading poetry, children will be more likely to want to learn it by heart.

Recall the discussion of the little brother that was part of Activity 1. Remind pupils that the parents had made the child aware that little brothers (and likely other family members) annoy us at times, but that in families we accept them anyway.

talk about the Unit theme

Recall the easy solution the poet found for a misbehaving brother. Talk about situations in which family members work together, or co-operate to achieve something. In each case consider why it is important for everyone in the family to co-operate.

Note that in some cases co-operation makes things more pleasant; in other cases, co-operation is essential to get something done.

plan a composition

Suggest that some of the ideas be recorded. Subdivide the group to discuss what might go into the composition. Have one group talk about times

### discuss Unit theme

Use the idea in this story to establish the Unit theme, Enjoying nature. Have the pupils comment on their experiences in watching such creatures as ants, worms, beetles, caterpillars, and so on. Have them note each other's reactions to such creatures.

You may wish to use the selection "William" for a listening lesson and another activity for the motivator for this Unit. In that event, one of the following direct experiences could be used as the motivator to stimulate pupils' discussion of the Unit theme, Enjoying nature:

1. Take pupils on a walk around the school yard or the community in the vicinity of the school. Have them note things they see in nature—plants, animals, clouds, aspects of weather, etc.
2. Take pupils on a walk and have them note all the places where they can see plants growing.
3. Involve pupils in planting an indoor garden. Use seeds such as beans,

from Teacher's Sourcebook, Level 4



# Expressways

promotes the development of competence in

## reading

by providing

—exciting, child-centred materials to stimulate an interest in reading, to ensure ease of entry into the reading task, and to provide pupils with varied reading experiences:

- pictures
- group compositions
- stories
- poems
- picture essays
- books for independent reading

—directed instructional activities in word perception ensure that pupils will

- use a variety of techniques for word recognition
- understand the concept of a “word”
- recognize core vocabulary
- recognize and discriminate letter forms
- discriminate word forms
- associate sounds and symbols
- use phonic and context cues
- recognize word structure

—directed instructional activities in comprehension to ensure that pupils will

- read for a variety of purposes
- focus attention on the reading act
- sustain attention in reading for increasing periods of time
- understand word meaning in written context
- classify
- note and recall details
- note and recall main idea
- recognize relationships — sequence, cause-effect, time
- distinguish fact, fiction and fancy
- make inferences
- predict outcomes
- sense emotional reactions
- form sensory images
- form conclusions
- make judgments
- interpret a story orally

—activities in thought-provoking practice material to ensure that pupils will

- apply phonic knowledge
- recognize core vocabulary
- understand sentences
- understand question and answer pattern
- follow oral directions
- classify
- extend vocabulary knowledge

Boy, Was I Mad!  
by Katherine Hille



I was mad one day. I mean I was REALLY mad! So I ran away  
I stuck a sandwich in my pocket, and I left my house fast, and I didn't look back. I wouldn't look back at that house for anything. I was so mad that day — that day when I ran away

from Somersaults

Zama's Talking Bird  
by Penelope Horton

Zama walked down the road to the woman's gate.  
Then she stopped and waited. Nothing happened, so she reached out and swung the gate open and shut, open and shut. The gate squeaked as Zama swung it back and forth.

Soon Zama heard the same loud squeak coming from the woman's front porch. It was the bird — the clever talking bird!

“Squeeeeeeeek, squeeeeeeeek! Naughty girl! Who's there?” called the bird in the yellow cage. Then it barked like the woman's little dog.

Zama clutched the gate and giggled. “Hello, hello!” she called.

“Hello, hello!” replied the bird.

Zama felt very clever. She ran home and told her mother that she was teaching a bird to talk, but her mother just laughed.

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from Cartwheels

### Read the story.

Once there was a giraffe who wanted to work. He looked and looked for a job.

But all the people said, “Come another day. We have no jobs that you can do!”

Giraffe tried to drive a truck. But he could not do that. His neck was too long. His head stuck out of the top of the truck.

“I'll have to get another job,” he said.

Giraffe tried to teach school. But he could not do that. His neck was too long. He could not get in the door.

“I'll have to get another job,” he said.

Giraffe tried to be a cook. But he could not do that. His neck was too long. He could not see what was in the oven. And the food all burned.

“I'll have to get another job,” he said. “But I don't think I'll find one. I don't think there is a job I can do.”

Poor Giraffe cried as he walked down the street.

Giraffe met a little rabbit by a big old house. The rabbit was crying too.

Objective: Recognize core vocabulary, read a story, write answers to questions.  
Directions: Teacher directs use Teacher's Storybook, pages 52-53. Independent use: Pupils answer the questions on page 19.

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from Workbook, Level 4

## Activity 11

Somersaults, pages 13-22: Reading a story —

Interpretation skill: Recognizing emotional reaction  
Distinguish between the main character's actual and

### Core Vocabulary

Unit — day fast right head tired

Review — that there thing think along

### Application of known phonic principles

follow now down  
that there thing think three

### Preparation for reading

Have the title located on the Contents page. Have the main emotion in the story is likely to be. Have them mention incidents that might lead the mad!”

### Guiding the reading

Guide the reading page by page. Help pupils to on each page before reading. As they read silent text and phonic cues in identifying unfamiliar words. The use of picture cues is particularly important.

page 13

How does the boy show he is really mad?  
What do you think has made him so angry?

pages 14-15

Note: Give specific help in using picture cues to



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## Expressways

promotes the development of competence in

### writing

by providing

— child-centred situations to stimulate interest in writing as a means of expression and record

- pictures
- oral presentations of stories and poems
- direct experiences in school and community surroundings
- group discussions of high-interest topics

— directed instructional activities to ensure that pupils will

- use written language for a variety of purposes
- understand the concept of a “word”
- associate oral and written language
- associate sounds and symbols
- recognize some conventions of written language
- form manuscript letters
- develop ideas for writing (dictating) group compositions
- develop ideas for writing (and/or dictating) individual compositions
- spell words
- use conventions of written language

— practice material to provide opportunities to ensure that pupils will

- form manuscript letters
- spell words
- write words
- write sentences

**Spelling Activity 3**

me	be	← 1. Repeat steps 1 and 2 of Activity 1, using the words listed at the left. Use <b>she</b> as an extension, if your pupils are confident using the <b>sh</b> combination.
we	he	
fan	be	
me	she	
ran	hat	← 2. Tell pupils you are going to dictate words they have studied. Remind them again to listen carefully to the sounds in the words and think about the letters. Encourage them to say the word softly as they write. Dictate the words at the left.
man	we	

**Workbook Follow-up: page S2**

Continue to discuss the page format with the pupils so they become aware of the “list words” and the pattern of the directions. Discuss the directions with the group.  
Allow adequate time for work to be completed and then check the spelling carefully.  
Reteach words to individuals who make errors.

**Spelling Activity 4**

I	big	← 1. <b>Pre-test</b> Using the following procedure, <b>pre-test</b> pupils on the words listed at the left.
the	little	
like	to	
look	saw	

- Have pupils write the numerals 1-8 in a list down their exercise book page. Tell them that if there is any word they can't spell, they should put a line beside its number. (Be careful, however, that pupils who can spell the words but lack self-confidence, don't take advantage of this.)
- Dictate the words, using each word in a sentence.
- Check the spelling. (At this point you should check it yourself as it is often difficult for pupils to spot their own errors.)
- Write each word on the chalkboard, and have the pupils who had errors write each such word correctly as you come to it.

2. From the pre-test list, develop a list of words that need further study by some pupils.

from *Teacher's Sourcebook*, Level 4

## Activity 3

**Discussing the Unit theme, Enjoying nature**  
**Writing the composition**

Have pupils recall the story “William” and their discussion of what the beetle looked like to William, and to his brother and his friends.

**Note:** If you used a direct experience for the motivator have the pupils dictate a composition about that experience.

discuss Unit theme

Suggest to them that they write a composition about beautiful things they see in nature. Some suggestions:

- a description of clouds
- a description of the autumn colors
- a description of the first snowfall
- a description of something familiar to all your pupils (a plant, the aquarium, or animals such as gerbils or hamsters in the school or classroom).

extend vocabulary

Encourage pupils to use descriptive language which will help the reader to form visual and auditory impressions.

spell words

Include the pupils in the writing of the composition by having them spell familiar words or write phrases and sentences. Focus the pupils' attention on the conventions of written language.

write familiar phrases, sentences

**Note:** Although only one composition writing activity is given in the Unit, pupils will benefit from additional experiences with group compositions. You may wish to have pupils do informational writing on this theme using content from the science program or topics such as the following:

- different ways animals get food
- things that are living and things that are not living
- different kinds of plants.

associate sound and symbol /o/, ow; /ou/, ow, ou; /a/, ai, ay

**Workbook Activity, page 36: Associating sound and symbol /o/, ow; /ou/, ow, ou; /a/, ai, ay**  
**Reading a story**  
**Answering questions**

read a story

Have pupils read the story and write answers for the questions.

**Extra teaching**—For pupils who had difficulty with this exercise, provide additional instruction using lesson in the Appendix.

## Activity 11

**Evaluating written expression**  
**Revising a composition**  
**Reading a composition**

read a composition

Have pupils read the composition written in Activity 7. Have one pupil read it orally.

respond to questions

Ask questions that require pupils to think about the ideas in the composition. The questions might require pupils to note details, to explain terms used in the composition, or to make inferences from the content.

use phonic and context cues to predict words  
apply phonic knowledge

Select appropriate examples and have pupils explain the context and phonic cues they used to read the words.  
Focus pupils' attention on phonic and structural elements that have been studied recently.

evaluate written language

Have pupils evaluate the composition. Select one feature for revision:  
– combining short sentences  
– dividing long sentences  
– using more precise vocabulary  
– varying sentence beginnings.

dictate sentences for recording

Have pupils suggest other ways of expressing the idea. Record the new sentences (or words) dictated by the pupils. Have the original and revised parts of the composition read aloud; have pupils compare.

from *Teacher's Sourcebook*, Level 4

Yesterday there was a spotted spider in the grass.  
When I saw her roaming around I grabbed her. She tried to escape but I put her in a jar with holes in the lid I put some grass in her jar so that she could make herself a home. Last night she made a sticky, delicate web in the corner. In the morning I opened the lid and checked to see if she was still alive. She was almost dead so I let her go. She scrambled away. She was faking.

individual pupil writing

# Expressways

is an **integrated** language arts program

To strengthen language learning, the program stresses integration in a number of ways:

## I Theme

In each unit, experiences and learning activities in each language area are related to a theme. Pupils are thus provided with a variety of ideas to consider and organize using language.

He sat down on the wall, and put his face close to it. The bird blinked its bright eyes at him.

Very slowly Pete put out a finger. He stroked the little bird on the head. It was soft and warm and nobby.

Then he put out his finger and did it again, because he had never done it before. Then for a long time he looked right into the bird's eyes. The bird looked at him.



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from "Pete and the Sparrow"

**Mary Had Two Little Lambs**  
by Elizabeth A. Thorn

Mary lived on a farm with her father and mother, and her brothers and sisters.

Mary liked their farm because she liked all the animals. She liked the big brown horse and the little colt. And Mary liked the big white hen and the little yellow chickens.

Mary liked the little lambs best of all. She played with them and she talked to them. The sheep saw her come every day, and they knew that Mary wouldn't hurt their lambs.



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unit overview chart highlights integration

the arrows identify the major aspects of integration inherent in each activity: for example,

speaking → writing → reading

Pupils express in oral language their ideas about a theme—they dictate (write) sentences—they read the sentences.

Thus pupils' growing skill is using oral language patterns is reflected in the language they see written and that they read.

## Clouds

Clouds are interesting to watch. Sometimes there are big black clouds in the sky. They are storm clouds and they tell us to go home before it rains.

Sometimes the clouds look soft and white and fluffy. Then we like to lie on the grass and look at them. We can see pictures in them—castles and clowns and cars and bears and boats.

## Activity 7

"A Spider Spins a Web"—Listening to an essay

ate personal  
perience to topic

Have pupils tell what they know about spiders and comment on webs that they have seen.

Have them listen to the following selections to find out how a spider makes a web. Use the questions that follow, to guide a discussion of the essay.

Read this essay to pupils.

### A SPIDER SPINS A WEB

A spider makes silk inside its body. Some silk is very sticky. The spider uses some of this sticky silk to build its web. Other silk that the spider makes is not sticky. It uses this kind of silk to build its nest, to make a sac for its eggs, and to make draglines for its web.

## Activity 4

"Autumn Leaves" and "Snowflakes"—Listening to poems  
Forming sensory impressions

end to a poem

1. Read the following poem to the pupils.

### AUTUMN LEAVES

Down  
down  
down  
Red  
yellow  
brown

Autumn leaves tumble down,  
Autumn leaves crumble down,  
Autumn leaves tumble down,  
Flaking and shaking,  
Tumbledown leaves.

Run and catch  
Run and snatch  
Butterfly leaves  
Sailboat leaves  
Windstorm leaves.  
Can you catch them?

Swoop,  
Scoop,  
Pile them up

One sunny day Pete went for a walk with his shadow. Pete walked slowly down a tree trail.

He saw rows and rows of pretty yellow flowers. A little gray mouse with a long tail ran into a hole. A brown owl and a black crow sat in a big green window tree.

Soon Pete came to a lake. There was a sailboat on the lake. There were fish in the lake. Pete saw three big trout!

Then the sun went away and the wind began to blow. It made a howling sound. The big white clouds turned to gray. It's going to rain, said Pete. I can't play here. Come on, Shadow. Let's go home now.

Pete and his shadow ran all the way home.

What went for a walk with Pete?

What color were the flowers?

What ran down a hole?

What was in the tree?

What did Pete see at the lake?

How did Pete know it was going to rain?



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## Unit 40

## Theme: Enjoying nature

Speaking	Listening	Reading	Writing
<b>Activity 1</b> Listening to a story Listening to peers	Talking about a story Discussing the Unit theme	<b>Activity 2</b> Recognizing word structure—contractions Reading a composition <i>Workbook Activity, p. 36</i> Reading a story	<b>Activity 3</b> Writing a composition Writing answers to questions
<b>Activity 4</b> Listening to poems Forming sensory impression Listening to peers	Using descriptive language Talking about a story	<b>Activity 5</b> Sonomasaults, pp. 83-5. Reading a story <i>Workbook Activity, p. 37</i> Forming sensory impressions—visual	Writing words
Recognizing /br/, /br/, /b/	Saying words with /br/, /br/, /b/	<b>Activity 6</b> Associating sound and symbol—r-controlled vowels <i>Workbook Follow-up, p. 38</i>	
<b>Activity 7</b> Listening to an essay	Talking about an essay	<i>Workbook Activity, p. 39</i> Forming auditory	Writing words

from *Teacher's Sourcebook*, Level 4



## II Skills

Learning activities are organized so that experiences in one area of language are related to and reinforce learning in another area. This facilitates learning and ensures economy of time for both pupil and teacher. For example, in one unit:

### • word recognition skills

- listening* — auditory recognition /ou/
- reading* — visual recognition ou, ow
- writing* — spelling words with ou, ow
- speaking* — saying words beginning with /ou/

### • Comprehension

- listening* — understand emotional reactions of story characters
- speaking* — telling how people feel  
— using vocabulary to describe emotions
- writing* — dictating sentences describing how people feel and react
- reading* — understand emotional reactions of story characters

## Activity 7\*

Associate sound and symbol /ou/, ou, ow

- Have the following sentences on the chalkboard:
- Have pupils read the sentences.
    - Toad shouted at Frog.
    - "Come out," he said.
    - "Come out of the house and see what I have found red leaves all over the ground."
    - Frog looked at the leaves.
    - "It's fall, Toad," he said.
    - "The leaves are always red about this time."

Have pupils pronounce the underlined word vowel sound, and circle the common letters. Develop the generalization that ou can stand heard in out.

## Spelling

### Unit words

now	down	our	go
how	clown	out	no
cow		found	so
		house	

### Spelling Activity 1

- Use the pre-test procedure.
- Direct attention to the use of the letters ow in each word.
- Tell the pupils you are going to dictate other words for /ou/. Caution them to listen closely for the beginning and think about the letters that represent them. Dictate the words at the left.

### Spelling Activity 2

- Use the pre-test procedure with the words at the left.
- Direct attention to the use of the letters ou in each word.
- Tell the pupils to look carefully at the four words then write the words you dictate. Use the list at the left.

## Activity 2

"The Lion-Hearted Kitten": Listening to a story  
Recognizing emotional reactions of story characters

attend for increasing lengths of time

enjoy interesting language usage

extend vocabulary

Recall with pupils several incidents they have shared that have led to strong emotional reactions—excitement, sympathy, fear, and so on. Choose an emotion such as excitement and talk about ways in which children show that emotion.

Point out that when we listen to a story we should think about how the characters in the story feel. Give the title of the story and talk about the meaning of lion-hearted. Read "The Lion-Hearted Kitten" in sections. Use the questions at the end of each section.

THE LION-HEARTED KITTEN

## Activity 4

Somersaults, pages 5-12: Reading a story—"Toad's Garden"  
Recognizing emotional reactions of story characters

**Interpretation skill:** The focus in this unit is on recognizing emotional reactions. This means that the reader should note how story characters feel as the story develops. Pupils at this level should recognize how the characters feel and should be beginning to note how the author/illustrator communicated that information.

develop vocabulary for describing emotional reactions

Teachers should take particular care to develop pupils' vocabulary for describing emotional reactions. There is a tendency for young children to categorize feelings as happy or sad; they should be able to use words such as excited, lonely, frightened, angry, cheerful, furious, and so on. In the lessons of the Unit and in other classroom situations, efforts should be made to help pupils discriminate among emotions and use appropriate words to describe them.

from Teacher's Sourcebook, Level 4

## III Other areas of curriculum

Themes are chosen from all areas of human experience—this enables the teacher to integrate the curriculum in other areas with the language curriculum.

Theme: I like lots of things

Theme: Me

Theme: Trying new things

Theme: We like to imagine

Theme: Animals are interesting

Theme: Choosing

Theme: People make things we need

# Expressways

## Teacher's Sourcebook

### Easy to Use

### Some Features

#### 1. Units

Each level of the program is divided into short units. The units are numbered consecutively from level to level to facilitate

- continuous progress
- communication of pupil progress
- ease of record keeping

#### 2. Activities (lessons)

Each unit consists of a series of activities or lessons that provide variety in instructional materials and procedures to ensure development of skills in **listening, speaking, reading, writing.**

#### 3. Experience Extensions

Suggestions for optional experiences related to unit themes that should extend and/or enrich background of students

#### 4. Extra Practice or Extra Teaching

Suggestions for reusing Workbook pages for another purpose or suggestions for additional teaching for pupils who need it

#### 5. Checking Achievement

At the end of each unit a list of the concepts and language learnings covered in that unit—to aid in record keeping, diagnosis, reteaching, planning

#### 6. Spelling

A learning-to-spell series. of activities is included in each unit

#### 7. Appendix Teacher-Directed Games and Activities

Suggestions for games and activities that require some teacher preparation and direction

#### Additional Word Perception Lessons

Extra lessons on some of the important phonics and structure concepts taught at Level 4—for those pupils who need additional help.

#### List of Publishers' Addresses

Sources for the books listed under *Books to Read* in each unit.

Level 1 Units 1-14

Level 2 Units 15-24

Level 3 Units 25-34

Level 4 Units 35-43

Level 5 Units 44-51

### Activity 5

recognize core vocabulary

**Recognizing core vocabulary:** picture long line change people

Have the sentences below on the chalkboard before the lesson.

Take a picture of that long line of people.

The people in the line want ice cream.

They have to wait a long time in line.

Some people say, "We want chocolate!"

But they change their minds and get other kinds.

Have pupils read the sentences silently. Direct their use of phonic and context cues as needed to identify words such as people, kind, chocolate.

Have each sentence read aloud and underlined words identified. Have pupils copy each underlined word in their notebooks or on a piece of paper.

**Experience extension:** You may want to have pupils collect pictures of Canada and use them to construct a large collage. Or perhaps you or a parent have exciting pictures or slides from a trip in Canada. Show and describe them to the group.

**Workbook Activity, page 36:** Associating sound and symbol /ō/, ow; /ou/, ow, ou; /ā/, ai, ay  
Reading a story  
Answering questions

Have pupils read the story and write answers for the questions.

**Extra teaching**—For pupils who had difficulty with this exercise, provide additional instruction using lesson in the Appendix.

#### Checking achievement

Do the pupils

- apply word recognition skills with a minimum of direction?
- apply their knowledge of letter-sound relationships in writing simple words?
- show enthusiasm for sharing ideas about listening and reading selections?

Can the pupils

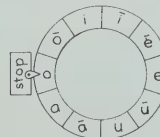
- recognize the Unit core vocabulary?
- plan a composition before dictating?
- predict outcomes and explain their predictions?
- close sentences accurately?
- evaluate their own compositions?
- use the writing of a composition to integrate ideas gathered from several sources over a period of time?

#### GAMES AND ACTIVITIES

##### 1. Colored Vowels

To provide practice in recognizing and discriminating between long and short vowels

Make up a large bristol board wheel divided into 10 sections of different colors marked—aa ee ii oo uu. Also make word cards for the first nine words from Unit 42. Applying known phonic and structural principles. Forty clothespins or paper clips are also needed.



—The student matches the vowel sound in the word with the vowel symbol on the wheel and clips the word on the edge of the correct section.

—This can be made self-checking by dividing the back of the wheel into corresponding sections where the correct words are printed.

from *Teacher's Sourcebook*, Level 4

# Teacher's Sourcebook

## Unit Introduction

Units consist of a series of integrated listening, speaking, reading, and writing activities centred on a theme.

### Unit Overview Chart

gives the teacher a quick overview of the lesson (activities) in the unit. Each lesson is listed under the language area that receives major emphasis.

**Arrows** identify principal aspects of integration inherent in each activity. The chart facilitates teacher planning of units.

**Blocks of color** in the chart indicate workbook pages.

Unit 43 Theme: Living in apartments			
LISTENING	SPEAKING	READING	WRITING
Listening to a poem	Expressing ideas in a group	Activity 1 Somersaults, p. 141. Reading a poem	
		Activity 2 Associating sound and symbol: /r/, ph. /	
		Workbook Activity, p. 59. Assessment—Consonant digraphs	Spelling words
Activity 3 Listening to a story	Sharing ideas about a story		
Considering the ideas of others	Talking about story ideas	Activity 4 Somersaults, pp. 142-3. Reading a story	
Listening to peers	Discussing the Unit theme	Reading a composition	Activity 5 Writing a group composition
Activity 6 Listening to a poem	Talking about a poem		
Recognizing /oi/	Saying words with /oi/	Activity 7 Associating sound and symbol: /oi/, oi, oy Workbook Follow-up, p. 60	Writing words
Interacting with peers	Activity 8 Participating in a group discussion	Workbook Activity, p. 61. Assessment—Associating sound and symbol, r-controlled vowels	Writing words
		Reading a composition	Activity 9 Revising a composition
		Activity 10 Using the context—unknown word is a synonym for known word	
		Reading own compositions	Activity 11 Writing individual compositions
Considering the ideas of others	Talking about a story	Activity 12 Somersaults, pp. 144-60. Reading a story Recognizing relationships—cause-effect	Workbook Follow-up, p. 62. Writing sentences

### Independent Activities

At the beginning of each unit, there is a list of suggestions for activities that pupils can complete independently. For the busy teacher who groups pupils for instruction, this list provides an immediate source of worthwhile activities for pupils not involved in direct instruction. The teacher will, of course, choose only the activities that are appropriate to a particular group or to a particular circumstance.

### Books to Read

A list of library books that relate to the unit theme is provided for the teacher who reads to his/her pupils frequently.

#### INDEPENDENT ACTIVITIES

- Have pupils read Book 38 from *The Reading Corner*.
- Choose one or two books on the theme from the library. Assign time for each pupil to read the book(s). Then have a period in which pupils discuss the story.
- If you have the *Phonics Workbook*, use pages 14-16.
- Provide opportunities as needed by individuals for extra practice in letter formation.
- (Do not use before Activity 16.) Prepare a worksheet using the following directions:  
Pippa wanted a pet that was just right for her.  
Maybe other animals would like a pet too.  
Draw a bear, a raccoon, a squirrel, and a crow.  
Draw a good pet for each.  
Have pupils explain to a classmate why a particular pet was chosen for each animal. (For example, a crow's pet has to live in a nest.)
- (Do not use before Activity 17.) On the chalkboard write: one car; two buses; five cats; one mouse; three foxes. Have pupils copy each in their notebooks and draw a picture to match.
- Have pupils quiz each other on words from the core vocabulary (sleep, door, light, lost, back, seen, heard, sound) by giving hints as to sound (beginning, vowel in middle, ending—or "sound like.") and by pantomiming the word as in simplified charades.
- If you have the "Expressways Spelling Game" allow time for pupils to play.
- Use one or more of the games listed in the Appendix.

#### BOOKS TO READ

- Big Dog . . . Little Dog*, P.D. Eastman (Random)  
Fred and Ted are two dogs who are good friends; Fred is tall and Ted is short. One day they go skiing and stay overnight in a small hotel. In the morning they each complain that they couldn't sleep because their bed was too small or too big. The next night they switch rooms, and all is well.
- The Golden-Haired Teddy Bear*, Maurice Richard (Highway Book Shop)  
A little curly-haired black girl, Roseta, and a golden, curly-haired Teddy are devoted friends. Teddy starts to lose all his hair. They go to a magician who finally gets Teddy's hair growing in so thickly it



# Teacher's Sourcebook

## Unit Activities

### Easy to use

- each lesson clearly identified
- lesson purpose and materials in bold type
- objectives clearly stated in margin
- directions brief, succinct, clear
- questions and/or direct teacher remarks indented for easy identification
- words used for instruction always underlined

- workbook designations

**Workbook Follow-up:** indicates a page that provides practice on the concept taught in the preceding lesson.

**Workbook Activity:** indicates a practice page not related directly to the preceding lesson.

**Workbook:** indicates that the page is used in a teacher-directed lesson.

- **Note** — clarifies or amplifies instructional suggestions.
- **Listening:** the selections to be read to the pupils are printed in clear, easy-to-read type

*Have you read to your pupils today?*

*Tell your pupils about something exciting you have done.*

*Read a poem today!*

*Are you encouraging pupils to write independently?*

*Tell your pupils something exciting you have done.*

## Activity 8

**Somersaults, pages 78-81: Reading a picture essay—"Homes in Canada"**

**Interpretation skills:** Noting detail; Recognizing the main idea

### Core Vocabulary

**Unit**—Canada    small    kind  
**Review**—home    people    very    their

### Preparation for reading

Have pupils look again at the people pictured on page 76. Have them recall that many different people do many different things in Canada.

### Guiding the reading

pages 78-80  
Point out that there are many kinds of homes in Canada. Study each picture with the children.

Develop vocabulary such as apartment building, house boat. Have them read the accompanying text silently. Give help with vocabulary as needed.

Question pupils about the details in the written text.

page 81

Talk about the homes pictured on page 81. Discuss other kinds of homes that pupils are familiar with.

**Ask:** What important idea about homes in Canada can we learn from this essay?

*note details*

*recognize the main idea*

*develop vocabulary*

*interpret pictures*

*share ideas with peers*

*relate story ideas to the Unit theme*

*interpret sentences*

What might he stop to look at on your street?

**Workbook Follow-up, page 5: Matching pictures to sentences**  
**Interpreting sentences**

Have pupils read the sentences in each of the two boxes and circle the pictures that match each sentence. Have them read each group of sentences at the bottom of the page and write "Boy, was I mad!" or "Boy, was I glad!" to complete each.

*comprehend questions*

*read words with short vowel sounds*

*classify*

**Workbook Activity, page 13: Assessment—Reading words with short vowel sounds**

Read the first question to the pupils.

Make sure that they recognize the word which. Instruct them to read each question and circle all the words in its box that could answer the question.

## Activity 3

**Workbook, page 1: Using context to identify words—picture cues**

**Note:** Pupils have used picture cues to identify words at earlier levels of the program. The purpose of this activity is to strengthen that practice and make pupils more aware of its usefulness to them as readers. It emphasizes too that illustrations are intended for use by the reader and are not merely decorations.

*use picture cues to identify words*

*Do you insist that pupils listen to each other?*

## Activity 1

**"William": Listening to a story**

Read the following story in the sections indicated. Questions to guide the interpretation of the story accompany each section.

### WILLIAM

When William first saw the thing on the sidewalk, he thought it was a large, shiny, black button from somebody's coat. Then, as he reached down to pick it up, it twitched a little and six small legs began to wiggle.

He squatted on the sidewalk, watching it struggle to flip right side up. The legs stopped wiggling, finally, and it lay there, quite still.

Carefully, William reached out a finger and touched its shiny, black body. Its legs wiggled again, and when nothing else happened, William closed his fingers gently around it and held it up in front of his face so that he could look at it.

He had never seen anything so black and shiny and beautiful in all his life. He looked at it for a long time and then, with his fingers closed gently around it, he went out to the garage to find a jar for it.

### Questions:

What did William think he saw on the sidewalk?

What did the "thing" look like?

What do you think William has caught?

*attend to a story*

*note details*

*form visual impressions*

*form tactile impressions*

*form auditory impressions*

## Expressways

### Key Ideas for Implementing Level 5

#### Materials for Level 5

##### Pupil's Book — *Cartwheels*

- poems to listen to and read
- stories – fantasy and realism
- simple essays directed to beginning readers
- colorful, appealing illustration
- pages to focus children's application of word perception skills
- type size and design create an open, "easy-to-read" appearance

##### Workbook

- provides thought-provoking exercises for independent work and materials for teacher-directed lessons
- includes handwriting activities
- includes a special spelling section

##### Phonics Workbook

- provides supplementary exercises in phonics for pupils who need more practice than is provided in the basic workbook

##### Teacher's Sourcebook — Level 5

##### The Reading Corner

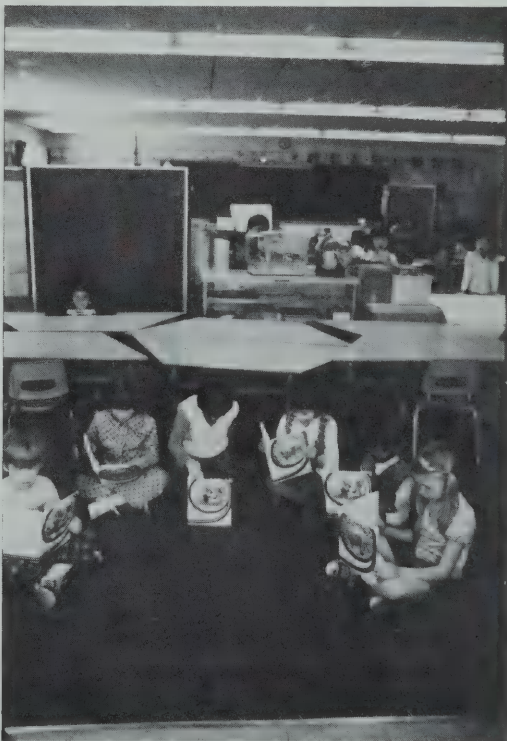
- a set of 9 books on the unit themes to provide stimulation for independent reading

##### End of Level Tests

- tests on ditto masters
- mastery tests related to the skills and concepts taught at **Level 5**
- tests for Levels 4 and 5 bound in one book

##### Spelling Game

Contains colorful gameboard, playing cards and spelling lists.



## Oral Language

### Developing the oral competence of the pupils continues to be a priority of the Level 5 Program.

Specific lessons are included in each unit to develop the interpretive skills of listening. The selections used in the listening strand vary in form and length. This variety will ensure that pupils learn to become flexible in sustaining attention for different purposes and for different lengths of time.

The phonics lessons incorporate exercises to provide for the refinement of auditory discrimination.

Activities are planned to broaden children's vocabulary and to help them to use an increasing variety of language patterns in their speaking.

Oral language activities are centred on the unit theme and the selections in *Cartwheels*. Initial discussions of the theme are motivated by (i) picture pages in *Cartwheels*; (ii) a poem or story used in a listening lesson; (iii) the pupils' actual experiences. Opportunities are provided for pupils to react through oral language to the ideas presented in *Cartwheels* or in the selections used for listening lessons. Thus pupils, as they develop language, are also using it to share, extend, refine and integrate their ideas and experiences. They are using it to communicate and they are using it to think.

### Discussion

While the talk that takes place in relation to a theme or following the reading of a selection from *Cartwheels* is referred to as *discussion*, teachers should not expect children to "discuss" in the full sense of the word. Rather than a discussion in the sense of considering an idea from several points of view, debating and arriving at a consensus, at the primary level the "discussion" or talk will likely be a *sharing* of ideas and reactions related to a topic or theme.

The teacher is concerned with increasing the children's ability (i) to listen to each other; (ii) to respond directly to an idea introduced by a classmate; (iii) to build an idea by having several comments centre on one point; (iv) to question for more information or clarification; (v) to keep on topic; (vi) to avoid repetition of ideas. A major task of the teacher is to help children to establish

relationships among the various ideas contributed, and to recognize when a particular idea "doesn't fit" because it doesn't relate to the ideas being considered.

The activities are planned to develop pupils' understanding of the procedures to be followed in a small group discussion. Directed by the teacher, the pupils consider behavior that results in group discussion effective for this age group.

Activities related to listening and reading selections also provide opportunities for pupils to participate in group discussions. These sessions in which pupils share ideas and reactions related to a particular theme should extend the children's use of oral language and refine their ability to interact with their peers.

At this level the teacher should still exercise strong leadership during the discussions, primarily through judicious use of questions. Teacher questions can be effective in (i) focusing attention on a topic; (ii) stimulating development of the topic; (iii) keeping speakers on topic; (iv) ensuring that everyone participates; (v) directing attention to relationships among ideas.

Teachers should encourage group control and direction of the discussion as children seem able to do this; but they should recognize that discussions at the primary level without teacher direction usually lack focus.

### Activity 2

Discussing the Unit theme  
Dictating ■ composition

Recite the poem "Brother."

**Note:** Remember that if you set an example by reciting rather than reading poetry, children will be more likely to want to learn it by heart.

Recall the discussion of the little brother that was part of Activity 1. Remind pupils that the parents had made the child aware that little brothers (and likely other family members) annoy us at times, but that in families we accept them anyway.

Recall the easy solution the poet found for a misbehaving brother. Talk about situations in which family members work together, or co-operate to achieve something. In each case consider why it is important for everyone in the family to co-operate.

Note that in some cases co-operation makes things more pleasant; in other cases, co-operation is essential to get something done.

talk about the Unit theme

### Activity 8

participate in a discussion  
analyze discussion process

summarize ■ discussion

Participating ■ a group discussion

Have the pupils work in groups of six to discuss what they would do if there were too many stray pets in their community. Use the procedures described in Unit 36, *Sourcebook*, page

Have the pupils recall the story "A Bit of Red Ribbon" that they listened to in Activity 6.

Before they begin to discuss the topic, have them recall some of the things they need to do in a discussion.

from *Teacher's Sourcebook*, Level 4



## Writing Compositions

Following the theme discussion, the teacher suggests that some of the ideas might be recorded. Although more and more individual writing will be expected at this level, many teachers feel there is great value in continuing the group composition. Directed by the teacher, the children dictate a composition that reflects the ideas brought out in the discussion.

At this level the group compositions play a major role in teaching children how to write. As the compositions are developed children should grow in the ability to:

- (i) select and organize. Preparatory to the writing some pre-planning helps children to choose key ideas for recording and to consider the appropriate sequence.
- (ii) select appropriate vocabulary. Guidance may be given during the dictation to encourage the best possible word choices. Revision of the completed story can include further discussion of word choices:

For example, a sentence might read, "We walked down the street to the store." The teacher might ask, "What would it mean if we used *strolled* instead of *walked*?" and then have pupils suggest other words that might replace *walked* and tell how each would influence the intended meaning.

- (iii) combine and elaborate sentences. Revision of the completed story helps children to strengthen their written expression by combining short sentences, or elaborating basic statements.

As well teachers could direct attention to sentences with few descriptive words and the children could consider how these might be made more descriptive by the addition of appropriate adjectives. Care should be taken in such exercises that children realize that changes or additions to any one sentence must be in harmony with the total composition. For example, if the pupils choose to expand the sentence, *The dog ran after us*, the adjectives should recognize the later sentence, *We were really scared*. "The cuddly little dog" would not fit the total sense.

- (iv) use the conventions of written form. Children have an opportunity to observe the use of punctuation, spelling patterns, and so on.
- (v) record their ideas in a variety of forms. Compositions should include descriptions,

conversations, lists, and so on.

Group compositions, even at Level 4, can be re-used in many ways:

- (i) Duplicate the compositions and have each pupil make a personal book of them. As pupils develop ability in individual writing their personal books can include a group composition and an individual composition on each theme.
- (ii) The compositions should be used to promote sight recognition of the words of the program **core vocabulary**. Teachers should focus attention on words recently introduced as *core words* but should also direct attention to words from the core vocabulary of a coming unit that appear frequently in any composition. (Refer to the core vocabulary list on page xxiv of the *Sourcebook*.)
- (iii) **An awareness of words, letters, and spelling** can be encouraged as the compositions are recorded. If a sentence is dictated using the word *walk*, the teacher might say (i) "You used *walk* in the last composition, too. Find it there and tell me how to spell it." or (ii) "What letter does *walk* begin with? Write the first letter and then I'll finish the word." or (iii) "I'll write *talk* on the chalkboard. Now tell me how to spell *walk*." From time to time a pupil may be asked to locate a word in a picture dictionary and provide its spelling.

## Reading the composition

When the composition is completed it should be read aloud either by the teacher and or by one or two pupils.

Because the composition should be reused and reread in other periods, it will have to be preserved in some way. Some teachers write it on the chalkboard first, and then transfer it to paper, while other teachers prefer to write it directly on to large sheets of paper. These sheets can then be clipped together and be readily available for other uses.

While the composition will be read immediately it is completed, a more important reading of it takes place in a second time period. At this time pupils are more dependent on the ability to "read" and less on the natural "recall" of something just recorded. In addition, as the writing situation is less immediate, the children can be asked to consider the question, "Does our com-

position say what we intended to say?" This is an excellent activity to encourage children to refine their written expression.

## Individual Writing

At this level teachers should encourage pupils to write on their own. Written compositions should be shared with the group through oral reading. Children should be encouraged to make constructive comments about their classmates' writing, pointing out interesting words or sentences and perhaps questioning a point that is not clear.

Opportunities for individual writing are provided in each unit—in unit activities, in independent activities, and in experience extensions. These activities are planned to provide directed and independent writing experiences. In the directed activities for individual writing, pupils should write on the same topic and use a specific written form. The pupils will, of course, express their own ideas about the topic. Directed by the teacher, the pupils will proofread and revise their individual compositions.

Teachers should provide guidance in improving both the expression of the ideas and the more mechanical aspects of writing, such as punctuation and spelling. However it is important that the pupils are constantly aware that the quality of the ideas expressed is the first consideration. Over-emphasis on correction and re-writing at this level may frustrate a young writer's attempt to express significant ideas.

Teachers can reduce the number of spelling errors in individual work by providing **spelling aids**:

1. Pupils should be taught how to use picture dictionaries and these should be readily available.
2. Pupils should use the spelling list on page S31 of their *Workbook*.
3. Words can be located in groups compositions or other materials posted around the room.
4. Key words related to the topic of the writing can be listed on the chalkboard for reference.
5. Spelling lists of topical or seasonal words can be posted on the bulletin board.
6. Children can be encouraged to help each other.

## Handwriting

Samples of letter forms and limited practice with these are provided in the pupil workbook.

Limited space in the workbooks make it impossible to provide adequate room for pupils to write answers in the same letter size they use in their practice exercises and in their own notebooks. The limitation of space also makes it impossible to provide as much handwriting practice as some pupils need. For these pupils teachers will, of course, provide their own kinds of practice.

## Spelling

Each unit includes a series of spelling activities. These activities are grouped at the end of the Unit to facilitate planning by the many teachers who teach spelling in a period timetabled for that purpose rather than in integrated language program. Those teachers who prefer to teach spelling as part of an integrated unit can easily fit the spelling activities into the unit plan.

A special section of the pupil's workbook is used in conjunction with the spelling activities.

The spelling words for Levels 4 and 5 include all the words from Ves Thomas's<sup>1</sup> "Basic Spelling Core: Grade 2." These are words demonstrated to have high utility in the writing of Canadian school children at that level, and to have permanent importance in writing. In addition, some further words were chosen from Thomas's<sup>2</sup> list of "2000 Words Most Frequently Used."

The words chosen are organized as far as possible to reflect the principles of phonics and word structure being taught in the unit.

Notes specific to the teaching of the spelling are included preceding the spelling activities of Unit 44, pages 24-25.

1. Ves Thomas, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Gage, 1974, page 41

2. *Ibid*, page 15.



## Reading

### Core Vocabulary

As in earlier levels of the program a number of words have been selected as core vocabulary in each unit. These are words of high frequency in written language and children should recognize them at sight. The unit core vocabulary appears in the unit selections in *Cartwheels*. In addition, the *Sourcebook* describes further activities to develop the recognition of these words, and stories in the pupils' *Workbook* provide other opportunities for the children to become familiar with them. Teachers should have the core words in mind during all reading and writing activities and continually direct pupil attention to them, or check the recognition of them. Thus, to remind the teacher and for easy reference, the core words of the unit plus selected words from previous units are listed on the right of appropriate pages in the *Sourcebook*. As well, a complete list of Core Words is provided on page xxiv.

### Sight Vocabulary

In addition to the core vocabulary pupils should be gradually adding other words to their sight vocabulary. These words may be learned because children meet them frequently in their classroom reading experiences or because they have particular interest or appeal.

### Word Perception Skills

Each unit includes activities to develop pupil knowledge of phonics, word structure, or the use of context cues.

Because neither the pupils' group compositions nor the selections in *Cartwheels* and the pupils *Workbook* use a controlled vocabulary, there are many opportunities for pupils to develop a *habit* of applying their knowledge of word perception skills whenever they meet an unfamiliar word.

### Reading from *Cartwheels*

Pupils should experience continuing success as they read *Cartwheels*. The emphasis should be maintained on silent reading for ideas.

Teachers should be aware of core vocabulary in the selection and expect sight recognition of it. Pupils who do not recognize the core vocabulary should be identified and they should be given extra reading experiences with those words.

Pupils should be expected to apply word perception skills to recognize other unfamiliar words. It may be necessary for the teacher to direct attention to context cues and to important phonic or structural elements. However, as the acquisition of skill in word perception is a gradual process it will occasionally be necessary for the teacher to supply a word. This does not suggest that the word should be isolated and "taught." Rather the teacher should provide it as it is needed.

The development of a sight vocabulary is a gradual and a cumulative process. Teachers should not be concerned that the children know and remember every word in a selection. Rather their first concern should be that the children can read silently and understand the authors' ideas, and that children develop confidence and independence in "figuring out" unknown words. If pupils continually ask themselves, "What word *might* come next in this sentence?" and use their knowledge of language patterns plus their knowledge of phonics, they will develop a confident, *independent*, individual approach to unknown words.

### Silent Reading

It is often recommended that the pupils read the entire selection without interruption. They should be developing habits of sustained reading.

### Oral Reading

Suggestions for oral reading for various purposes are provided throughout the units.

### Questioning and Discussion

Reading a selection from *Cartwheels* should be an enjoyable experience. The discussion of the ideas should be pertinent and brief. Use of the questioning pattern suggested in the *Sourcebook* insures that children consider the key ideas, and that a balance is maintained throughout the program in the kinds of interpretation required. As pupils discuss the story ideas they are asked to relate them to personal experience and to the unit theme.



## Assessment and Record Keeping

Efficient teaching is based on a continuing assessment of pupil achievement. At the end of each unit a special section reminds the teacher to check achievement in key tasks undertaken in the unit.

### Assessment pages in Workbook

Certain pages in the *Workbook* are designated as assessment pages. Each should serve as a reminder to the teacher to check pupil achievement in relation to the particular task on the page – and when necessary to provide supplementary instruction before proceeding with more demanding levels of the same task.

### Record Keeping

The language program is concerned with growth. Because the children begin the program at various stages of language development, a written record for each pupil can be an important teaching aid. In order to determine the growth pattern, the level of achievement at various stages during the year should be shown.

An anecdotal record enables the teacher to note significant language behaviors. It is strongly recommended that such records focus on achievements of children rather than lack of achievement (although notes specifying areas of difficulty can be useful in planning further learning activities).

### Pupil Record Cards

A "Language Record Card" is provided on page 200 of this Sourcebook. It is suggested that teachers make copies of this page for each pupil. On the Record Card, headings remind teachers of the areas of language growth that they should be aware of for each pupil. While not all of these need to be commented on for each child, any area for which the teacher has no knowledge in a particular instance, should suggest closer observation of that particular child.

Nor is it expected that a teacher complete the record cards of all her pupils at a particular time. Rather, three or four should be carefully done each week – and in addition, noteworthy incidents recorded as they happen.

Although detailed record keeping is time-consuming, it pays dividends in more focussed teaching and in providing material for communicating progress to the children and their parents.

#### Checking achievement

##### Do the pupils

- apply word recognition skills with a minimum of direction?
- apply their knowledge of letter-sound relationships in writing simple words?
- show enthusiasm for sharing ideas about listening and reading selections?

##### Can the pupils

- recognize the Unit core vocabulary?
- plan a composition before dictating?
- predict outcomes and explain their predictions?
- close sentences accurately?
- evaluate their own compositions?
- use the writing of a composition to integrate ideas gathered from several sources over a period of time?

#### LANGUAGE RECORD CARD — LEVEL 5

Name \_\_\_\_\_ Date \_\_\_\_\_

**Use of Experience** Range of real experiences available; ability to develop ideas from experience; reference to vicarious experience; ability to see relationships among experiences; ability to recall prior experience; ability to classify things and ideas; ability to relate personal experience to a theme.

**Listening** Ability to attend for sustained periods; interest in listening to ideas of others; interest in stories; ability to interpret ideas through listening (main idea, sequence, detail, inference, and so on); enjoy interesting language usage; react to the rhythm of poetry; recognize and enjoy humor and nonsense.

**Speaking** Interest in sharing ideas; confidence in speaking to a group; ability to use language to question, direct, describe, explain, narrate, reason; ability to organize ideas for effective oral expression; use of a variety of sentence patterns; fluency of expression; quality of vocabulary—precision, variety, accuracy; quality of ideas expressed; ability to dramatize own interpretation of a story; interpret discussion topic; contribute to a discussion; analyze, summarize, and evaluate a discussion.

**Writing** Ability to select and organize ideas for writing; ability to dictate a composition; variety of sentence patterns used in writing; understanding of the conventions of written form (spelling, punctuation); competence in learning to spell a selected number of words; ability to evaluate handwriting; begin to write smaller letters (one space high); express personal opinions in writing; write familiar phrases and sentences; ability to write individual compositions; revise a composition.

**Reading** Understands that reading is interpreting ideas; interest in reading library books; interest in reading group compositions and lesson materials; ability to read compositions and reader selections; development of sight vocabulary; knowledge of phonic principles; ability to apply phonic principles; use of context to identify words; ability to interpret ideas; quality of reaction to ideas; ability to interpret ideas and communicate emotions through oral reading; ability to evaluate written compositions; establish and apply procedure for identifying unknown words independently; ability to form visual, tactile, and auditory impressions; make predictions using title, illustrations, story characters; proofread.

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from *Teacher's Sourcebook*, Level 5

## Core Vocabulary — Level 5

Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51
ate	sang	before	wait	loves	neck	great	playground
throw	forgot	spoon	ring	these	long	faster	everyone
mind	tell	began	open	fly	group	build	climb
found	neighbors	still	shut	bread	near	fence	high
washed	must	train	loud	butter	laugh	hard	together
reached	rope	pull	turned	cup	tail	hurt	tired
thank you	move	until	friend	eat	drank	place	sister
might	moving	hill	shouted	turn	summer	paper	
help	sing	knew	branch	turns	winter	street	
show	around		teach	ready	its	window	
	wrong			wash	drop	money	
				warm	eats	across	
				water			
				cuts			
				won't			
				worked			
				uses			

# Unit 44

## Theme: Being a friend

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story	Talking about a story		
Reacting to ideas of peers	<b>Activity 2</b> Developing the unit theme	Reading the composition	Dictating a composition
		<b>Activity 3</b> Workbook, p. 1: Using context and phonic cues to identify words	
	Discussing the reading process	<b>Activity 4</b> Cartwheels, p. 5: Introducing Cartwheels	
Listening to ideas of peers	Talking about a story	<b>Activity 5</b> Cartwheels, pp. 6-15: Reading a story	
		<b>Activity 6</b> Understanding word structure: inflectional endings -er, -est	
			Workbook Follow-up, p. 2: Completing words with -er or -est
Listening to peers	<b>Activity 7</b> Participating in a group discussion		
		<b>Activity 8</b> Workbook, pp. 3-4: Reading a story Recognizing core vocabulary	
		Workbook Follow-up, pp. 3-4: Rereading a story	Writing answers to questions
Recognizing words with /y/, /ī/, /ē/	Saying words with /y/, /ī/, /ē/	<b>Activity 9</b> Associating sound and symbol /y/, /ī/, /ē/, y	
		Workbook Follow-up, p. 5: Matching words and pictures	
	Discussing recorded ideas	<b>Activity 10*</b> Rereading the composition	Evaluating clarity of writing
<b>Activity 11</b> Listening to a story	Reacting to a story		
	Taking roles in a play	<b>Activity 12</b> Workbook, p. 6: Reading a play	



		<b>Activity 13</b> Understanding word structure: recognizing contractions Reading sentences	
			<b>Workbook Follow-up, p. 7:</b> Completing sentences Matching words
← Listening to peers	← Dramatizing a play	<b>Activity 14</b> <i>Cartwheels</i> , pp. 16-20: Reading a play	
<b>Activity 15</b> Listening to a story	→ Reacting to a story		
		← Reading the composition	<b>Activity 16</b> Writing a composition: play
		<b>Activity 17</b> <i>Workbook</i> , p. 8: Reading a story Recognizing core vocabulary <b>Workbook Follow-up, p. 8:</b> Rereading a story If needed, additional phonics lessons for review and maintenance are in the Appendix	→ Writing answers to questions  Writing answers to questions Spelling Activities are detailed at end of unit

Is there an inviting reading centre full of books in your room?

## INDEPENDENT ACTIVITIES

**Note:** These are ideas and suggestions for activities that pupils can carry out independently. Activities such as the following are especially valuable if you are working with small groups. You likely will not have time to have pupils complete all of these suggestions. Choose only the ones that suit the interests and needs of each group. Often you will use none of these suggestions because you have better ideas of your own, or because you want pupils to complete seasonal or project activities in their independent time.

Suggestions for game and other activities are given at the end of the Sourcebook.

1. If you have *The Reading Corner 5*, have pupils read Book 40.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 38-40.
3. Tape the story "Spider and Squirrel" (Activity 1). Have pupils listen to the tape and work in pairs or small groups to paint a series of pictures to illustrate the story. Some pupils may wish to write captions for each picture in the series. In a sharing period, have pupils retell the story using the series of pictures.
4. Provide pupils with story beginnings. Have them complete the stories and then share their stories with a group.
5. Have pupils write new conversations for characters in stories or books that they have read and enjoyed.
6. Have pupils prepare poems for oral presentation to the class.

7. Have pupils rewrite one of their favorite stories in the form of a play. In a sharing period, have pupils read or dramatize the play.
8. Encourage pupils to read library books on a variety of topics.
9. Have pupils design "Wanted" posters advertising for a friend. The poster can be titled "Wanted – One Friend." The poster should list attributes, characteristics, and talents wanted in the new friend as well as activities to share.  
  
The poster could be altered to a "For Sale – One Friend." The maker advertising himself or herself as a good friend. Pupils can draw a picture of themselves and then write out their characteristics, likes, and so on.
10. In pairs or groups of three, pupils can make charts listing all the things friends can do together. Pupils can write and illustrate a story about an imaginary friend they would like to have. Supply cards with suggestions such as a giant, a dragon, a ghost, an elf, and so on.
11. Pupils can make small booklets entitled "Being a Friend" by folding and stapling a few sheets of paper together. On each page they write a caption beginning with – "Being a friend is \_\_\_\_\_ (for example, sharing your candy)" and then illustrate it. Encourage pupils to share finished booklets.
12. Have questions, like the following on cards, and have the children respond in a sentence or short story.  
What would you do if \_\_\_\_\_ ?  
Your friend came over to spend the night?  
You and a friend were lost in the woods?  
Your best friend moved away?  
A friend and you found a dollar?

## BOOKS TO READ

*The books in this list are suggestive only. Each was chosen for its relationship to the theme, but you will have favorites of your own to add or substitute. After you have read a book to pupils, put it on the library table so that pupils can look at it and retell the story in their own words.*

*List of the publishers or their representatives, and addresses is provided at the end of the Sourcebook.*

*Creole*, Stephen Cosgrove (Serendipity Press)

A stuttering alligator befriends a large purple creature no one else likes because of its grotesque appearance.

*I Do Not Like It When My Friend Comes to Visit*, Ivan Sherman (Harcourt)

Two friends spend the day playing together but the guest gets all the best toys and the best treatment while the host gets frustrated and finally has his revenge.

*It's Not Fair*, Charlotte Zolotow (Harper)

A little girl is very jealous of her friend Martha.

*Best Friends for Frances*, Russell Hoban (Harper)

Frances teaches Albert, the badger next door, about friendship.

*Will I Have a Friend?* Miriam Cohen (Collier)

As he goes off to school for the first time, Jim is worried that he will not find a friend.

*Play With Me*, Marie Hall Ets (Puffin)

A Caldecott Honor Book about a little girl who wants to play with the wild animals she finds.

7. *Can I Keep Him?* Steven Kellogg (Dial)  
A small boy in search of companionship tries all animals from a dog to a dinosaur and finally settles for the little boy next door.
8. *Andy and the Lion*, James Daugherty (Viking)  
The story of a young boy who helps a lion out of his misery. His kindness is returned one day at the circus when a lion attacks the crowds.
9. *That's What Friends Are For*, Florence Parry Heide and Sylvia Worth Van Clief (Scholastic)  
Theodore the elephant has a problem. He has hurt his leg and cannot visit his cousin. The animals of the forest give him advice.
10. *The Magic Friend-Maker*, Gladys B. Bond (Whitman)  
Jean's rock is just a rock until it is shared. Then it is a magic friend-maker for some little girls.
11. *Mousekin Finds a Friend*, Edna Miller (Prentice)  
A little mouse searches the forest for a friend and finally finds just the right one.
12. *John John Twilliger*, William Wondrisha (Holt)  
John John and Fred the dog teach the tyrannical Machine Gun Man about friendship, dancing, and singing.
13. *My Little Friend*, Mike Thaler (Lothrop)  
The narrator tells of his little friend who is no bigger than a lemon seed.



# Activity 1

## “Spider and Squirrel”: Listening to a story Predicting outcomes Making judgments

listen to a folk tale  
extend vocabulary  
predict outcomes  
check predictions  
make judgments  
relate story idea to  
unit theme

Tell pupils that in many African countries people tell stories about Spider and the tricks he played. Tell pupils to listen as you read about one of the tricks and decide whether Spider’s tricks are fun for other people. Tell them that as you read they should think about what is happening and try to think what will happen next.

Read “Spider and Squirrel” stopping at the end of each section to have pupils consider the questions.

**Note:** *The story uses words such as plot, adept, considered, which pupils may not have heard before. It is not necessary that each word be explained, but pupils’ vocabulary should increase if they continually hear new words in a meaningful context.*

### SPIDER AND SQUIRREL

Once upon a time there lived a squirrel who was a very fine farmer. In those days every animal had a large plot of land on which he grew his crops, and at the time when this story begins, Squirrel had a fine big field of corn.

Now since Squirrel was so adept at climbing trees and leaping from branch to branch, he never had to make a path to his plot of land. He simply chose a likely piece of bush and no matter how far it was from the road, he could always get to it by swinging through the tops of the trees.

Squirrel was delighted with this particular field. The soil was so rich that his corn promised to be the best in the neighborhood and he was rightly proud of the results of his work.

One day when Squirrel’s corn was almost ready for harvesting, Spider was out hunting in that part of the country and came across the field full of the finest-looking corn he had ever seen.

“I wonder whose field this is?” said Spider to himself, as he walked round and round the field looking for the path that he hoped would lead him to the owner’s house. But, of course, he could not find one.

“Well, this is a strange thing. How can anybody have a field with no path to it? I must look into this and see what I can get out of it for myself.”

#### Questions:

Why can’t Spider find a path to the field?  
What do you think Spider will do?

All the way back to his home and family, Spider considered how he could convince other people that the field belonged to him, and that evening after supper he had an idea.

“Tomorrow,” he said to his family, who were clustered around him, “you must all come with me to a place I have discovered, and if you work hard for only one day, then you will be rewarded with a whole field of corn for which anyone else would need to work for months.”

#### Question:

Now, what do you think Spider’s plan is?

He explained to his family what he wanted them to do, and very early the next day Spider and his children were at work with their hoes making a path through the bush leading to Squirrel's farm. When this was done the crafty spiders broke pieces of pottery and scattered them along the path, so that it would appear that they had dropped them over a period of several weeks as they went daily to hoe and weed.

Then, without a word to poor Squirrel, the spider family began to cut down the corn and take it home with them. Each morning they came back for a little more and spent the rest of the day eating and resting.

**Questions:**

Were you right?

What do you think of Spider's plan?

What do you think Squirrel will do?

Squirrel soon discovered that he was being robbed, and one morning he hid himself in the trees, waiting to see who was stealing his corn. Along came Spider and his family and no sooner had they begun to cut down the corn than Squirrel leapt out of his hiding-place.

"Why are you stealing my corn?" he asked.

"It is my corn," replied Spider. "Why are you trespassing on my field?"

"It is my field," said the angry Squirrel.

Spider laughed.

**Question:**

What will Squirrel do now?

"Oh no!" Spider said. "It cannot be your field, for there is no path leading to it except the one that my family and I made."

"But I do not need a path," explained Squirrel. "I always come by the treetops."

Spider went on laughing, while his family continued to cut down Squirrel's harvest, so Squirrel cried:

"I shall go to court about this, you thieves! I dug this field and planted and weeded it, and I am not going to stand by and watch you steal it from me."

So Squirrel went to court and Spider was sent for to state his case.

"Of course the field is mine," said Spider to the judge. "Have you ever seen a field with no path leading to it through the bush?"

**Question:**

What do you think the judge will say?

The judge had to admit that all the fields he had seen had paths leading to them and when Spider showed him the path he had made and Squirrel admitted that the path was not his, the judge ruled that the field belonged to Spider and his children.

**Questions:**

Do you agree with the judge?

What will Spider do now?

They all danced and shouted with glee and decided to work very hard the next day, to cut down the whole of the remaining harvest and take it home to store. So the next morning poor Squirrel had to watch the Spider family cutting the corn that he had planted and cared for. They tied the corn into great bundles and when all was cut, they started off for home staggering under their great loads.

Suddenly a great storm arose. The sky was black with clouds and the rain beat down so heavily that Spider and his family had to leave their

bundles of corn at the roadside and dash to shelter in an old hut. It was the worst storm they had had for a long time, and when the sky finally cleared and the sun shone again they made their way back along the steaming ground to the path where they had left their bundles of corn. Then they stood still and gazed in surprise at a gigantic black crow who was perched on the corn with outstretched wings.

So big was the crow that by spreading his wings he had kept the rain from falling on the bundles of corn, and it was quite dry.

Spider was delighted.

"Thank you, Crow. Thank you!" he said happily. "You have kept my corn dry and now I shall not have to spread it all out in the sun again."

"Your corn?" objected the crow. "It's my corn now. Who ever heard of anyone leaving bundles of corn unattended by the side of the path. Go away! This belongs to me."

Then the crow gathered up all the corn in his huge claws, and flew away out of sight. So there was nothing left for Spider and his family to do except to return home empty-handed and very angry.

You might think that Spider would have learnt a lesson from this, and would have given up his thieving ways, but I am sorry to say that in no time at all he forgot about it and was soon up to his tricks again.

—Kathleen Arnott

### Questions:

Do you think Spider deserved to lose the corn?

Had Crow earned it?

Who was not treated fairly in the story?

Was Spider's trick the kind of trick that people enjoy?

How do you think Squirrel feels towards him?

If he plays that kind of trick on the other animals, how do you think they feel about him? Why?

Have pupils suggest some "fun" tricks that spider might have played.

### Experience extensions

1. Pupils would enjoy dramatizing this story. After you have used the story as a listening lesson, record it on tape, suggest that a group of pupils listen to it, and prepare a dramatization. Remind them that the story does not tell everything that was said, so they will have to make up some of the conversation (for example, what was said in the courtroom). Pupils might want to make a very simple costume to indicate the character, for example, a big tail for Squirrel, some extra legs for Spider, and big black wings for Crow.
2. Have pupils paint their favorite scene from the story.

## Activity 2

### Developing the unit theme "Being a friend"

#### Dictating a composition

Recall the story of "Spider and Squirrel." Point out that Spider probably wasn't very popular with the other creatures because of the way he treated them.

Ask: What advice would you give to Spider?



*During a discussion, do you observe the listening behavior of your pupils?*

From pupil answers, develop the idea that people who don't treat others fairly make trouble for other people and cause difficulties for a group.

relate story idea to personal experience

Point out that in the classroom people have to get along together and work together – that there is no time or place for the kind of squabbling that Spider caused.

talk about an idea with the group

Have pupils consider ways of treating other children that make the classroom a pleasant and comfortable place to be. They should refer to general principles such as helping other children whenever they can but also to the use of (and following of) specific guidelines set down (such as the number of people allowed at an activity centre, the length of time one person can monopolize a favorite activity, and so on).

consider ideas presented by peers

Expect children to be very specific, often because of personal experiences, and to say such things as:

Don't knock other people's coats on the floor.

Don't bump into people in the gym.

Let someone play with your ball.

Talk to other kids and help them.

dictate sentences for recording

Suggest that some of the ideas be recorded. Have pupils write the "rules" for getting along with other people in the classroom in a form for writing. Record as pupils dictate. Have the completed list of rules read aloud.

**Note:** *In Level 5, activities in the writing strand are designed to extend the pupils' knowledge of different written forms and to provide further direction in punctuation and spelling. At frequent intervals you may wish to have pupils examine group and individual compositions to note the different written forms that they use (for example, lists, captions, imaginary stories, poems, informational compositions, etc).*

*Group writing activities are designed to direct pupils' attention to composition (selecting ideas, selecting appropriate words, and organizing ideas and words) and to transcription (putting speech into graphic symbols – handwriting, punctuation, spelling). Individual writing activities provide opportunities for guided practice in using a selected written form. In addition to these directed writing activities, pupils should be given many opportunities to write independently. In independent writing activities, pupils should be encouraged to select their own topics and forms of written expression.*

## Activity 3

**Workbook, page 1: Using context and phonic cues to identify words**

**Note:** *Pupils will use a variety of contextual cues in this exercise but emphasize the author's use of (i) definition or restatement, and (ii) comparison or contrasts as techniques for helping readers to cope with words.*

Many of the words used in this exercise are met again in the story "Bonnie McSmithers."

apply phonic and contextual cues to identify words

Have pupils read the story on *Workbook*, page 1 silently. Tell them they will meet words that they may not have read before but they should try to identify them on their own. Have them circle any words that they can't identify.

Study the story paragraph by paragraph with pupils. Consider first any words that pupils have circled. Use questions to focus attention on relevant cues that the pupil may have missed. (Avoid having another pupil give the word. Stress that the cues are there, and help all children to use them.)

recognize definition or restatement as a contextual cue

Have pupils consider each underlined word, telling how the author helped anyone who didn't know it to identify it. Most of the underlined words are defined or their meaning is restated. Have pupils underline the words that provide the definition or restatement of each. For example, the phrase "found out" is a definition of discovered; "wouldn't move" is a restatement of the phrase stood still.

recognize comparison or contrast as a contextual cue

comprehend a story

As a follow-up exercise, duplicate, or write on the chalkboard, the following questions about the story on *Workbook*, page 1.

What time of year was it?

Why was the leaf yellow?

Where were all the other leaves?

What did the yellow leaf want to do?

What did the wind do with the leaf?

Do you think the leaf will like it in the scrapbook? Why?

Do you think the little wind was a kind little wind? Why?

## Activity 4

### **Cartwheels, page 5: Introduction of *Cartwheels* Discussing the reading process**

study the book design

Have pupils study the cover design of *Cartwheels* and relate it to the other titles in the *Expressways* series, particularly *Somersaults*.

recognize purposes for reading

Direct their study of "When You Read" on page 5. Use this page to focus their attention on the purposes of reading, and to remind them that they should follow a systematic procedure in identifying words that they meet as they read.

develop procedure for identifying unfamiliar words

As pupils proceed through the book it is a good idea to remind them to review the procedure and assure themselves that they are indeed using it.

You might use the sentences below as examples as pupils work with page 5.

One morning Sara looked out the window. She noticed Jara's dog crawling through a hole in the hedge that was around the garden.

The day of the picnic was cold and cloudy. Then it started to rain. Everyone got wet and felt miserable.

Be sure pupils note that more than one word fits the meaning and would

sound right, for example, saw would fit in place of notice. It is necessary for them to consider the beginning letter of each word as well as its meaning.

**Note:** With some groups of children you may want to proceed directly to Activity 5.

## Activity 5

**Cartwheels, pages 6-15: Reading a story – “Bonnie McSmithers  
You’re Driving Me Dithers”**

**Interpretation skills:** The focus in this unit is on (i) predicting outcomes and (ii) making judgments.

- (i) *Predicting outcomes: the involved reader is usually one who has learned to think along with the author and predict what is going to happen. A prediction sometimes seems quite clear, for the author has set out the direction in which the story will develop and the prediction can be soundly based. At other times predictions will be more nebulous with the reader thinking, “What would I do in that situation?” or “What is a possible solution?” without there being definite clues provided within the selection. Sometimes, as in this selection, prediction is primarily based on a pattern that the author develops through both story action and language.*

*Readers should also learn that predicting means checking. Authors have many surprises in store for their readers and predictions can’t be accepted as certain outcomes.*

- (ii) *Making judgments: This requires the readers to think carefully about story events or the behavior of story characters and judge these in the light of their own values. As at Level 4, teachers should try to ensure that pupils make responsible judgments based on all the information available but should recognize the child’s right to apply his/her own system of values in arriving at a judgment. Judgments will of course vary from child to child and should not be labelled as right or wrong. Encourage children to present and support carefully considered views.*

### Core Vocabulary

**Unit** – ate   throw   mind   found   washed   reach

**Review** – over   out   her   time   nice   floor

### Application of known phonic and structural principles

think   things   that   throw   pillow   yellow   how  
yourself   outside   everything   haircut   sometimes

### Preparation for reading

Study the title of the story on the Contents page. Have pupils consider its meaning and predict who it is that makes this statement. Have them study the illustrations on pages 6-7 and decide what led to the statement.

recognize core  
vocabulary

apply knowledge of  
phonics and word  
structure

use Contents page



## Guiding the reading

Make sure that pupils consider the illustrations on each page as an integral part of the story.

pages 6-7

Ask: How do you know that Mrs. McSmithers is really exasperated with Bonnie?

Have the statement "Bonnie McSmithers, you're driving me dithers and blithery-blathery out of my mind" read aloud.

Ask: Do you think Mrs. McSmithers has good reason to feel as she does? (Pupils might note that perhaps one incident is not enough cause – they need more information to make a good judgment.) What do you think will happen now?

Repeat the pattern, having pupils read silently and predict, then read on and check. Have them stop and predict at the end of pages 8, 9, 11, and 13.

At the end of page 13 have pupils reconsider their judgments.

Did Mrs. McSmithers have good reason for saying, "Bonnie McSmithers . . . ?"

Have pupils read pages 14-15 silently to check the prediction made at the end of page 13. Point out that sometimes an author changes the pattern so that things don't turn out quite the way we expect.

Ask: What have Bonnie and her mother decided?

Were they always able to do better?

What new expression might Mrs. McSmithers have had at the end of the story?

Relate the story to the unit theme "Being a friend." Talk about the way Mrs. McSmithers and Bonnie always acted, and their idea that they would both have to work at being friends; that they would both have to try their best to get along.

## Oral Reading

Have pupils read the story orally. If it is carefully prepared, it would be interesting to have it read with one pupil reading the part about Bonnie McSmithers and one reading the part about her mother.

**Experience extension:** Use the story "Bonnie McSmithers, You're Driving Me Dithers" as a model for individual writing. Suggest to pupils that they write other things that Bonnie McSmithers could have done to attract her mother's attention. Have pupils share their writing by reading the situations orally. Have the audience chorus what Bonnie's mother said whenever she saw Bonnie doing "such things."

# Activity 6

**Understanding word structure: inflectional endings; -er, -est**

Have the following words and groups of sentences on the chalkboard before the lesson

high  
thick

higher  
thicker

highest  
thickest

ate

throw

mind

found

washed

reach

over

out

her

time

nice

floor

cognize  
inflectional endings,  
-er, -est

Have the words pronounced and the endings underlined.

1. Bonnie McSmithers took her crayons and made a long line on the wall.  
She made a longer line on the door.  
She made the longest line of all on the floor.  
  
Her mother gave a loud shout when she saw the first line.  
She gave a louder shout when she saw the next line.  
She gave the loudest shout of all when she saw the line on the floor.

Have the sentences read orally. Then have the root word of each of the underlined words circled.

Review the generalization that the ending -er is added when two things are compared; that -est is added when three or more things are compared.

Have pupils circle the ending in each of the underlined words, then identify the words.

2. Joseph took the smallest piece of cake.  
A cat runs faster than a mouse.  
I have the newest book.  
Today is warmer than yesterday.

### **Workbook Follow-up, page 2: Circling -er and -est endings Completing words**

Have pupils read the paragraph and circle the ending on each underlined word. Then have them read each sentence in the second part and write -er or -est to complete the words.

## **Activity 7**

### **Participating in a group discussion**

**Note:** As a result of your observations of pupils during group discussion activities in Level 4, you may wish to change the membership of certain discussion groups. For pupils who are having difficulty building and developing ideas based on the contributions of others in a discussion, you may wish to continue as a member of the groups in which these pupils are members. Provide these pupils with gentle reminders and encouragements, for example:

*We haven't heard from you yet.*

*Can you explain that idea a little more?*

*Where did you learn that?*

**review procedures  
for group  
discussion**

**participate in a  
group discussion**

Have pupils briefly review behaviors that lead towards a good discussion. Have them take particular note of things that they need to work on to improve their discussions.

Have pupils form their discussion groups. Assign one of the following

topics for discussion.

A new pupil who can't speak English is in your class. What would you do to help this person in school?

Another pupil has a bicycle just like yours. The other pupil thinks that you have taken his/her bike by mistake and is very angry about it. What would you do?

Have pupils evaluate the discussion.

**Extra teaching:** For pupils who have difficulty listening to and acting upon the ideas expressed by their peers, provide opportunities for these pupils to discuss a reader selection with a partner. Encourage pupils in the partnership to ask each other questions about the story and to share their ideas about the story. In group discussions related to a reader selection, provide direct comments that will help pupils listen to and develop ideas.

## Activity 8

**Workbook, pages 3-4: Recognizing core vocabulary – ate throw mind found washed reach**

Have the selection below on the chalkboard before the lesson. Have pupils read the sentences silently and identify the underlined words. Then have the sentences read aloud.

Bonne McSmithers ate her lunch.

"Do you mind doing the dishes?" asked her mother.

So Bonnie washed the dishes.

She tried to reach up to them on the shelf but she couldn't reach it.

"I will throw them up," she said.

When her mother came back, she found all the broken dishes.

"I couldn't reach," said Bonnie.

I had to throw them, and they all fell down. I hope you don't mind."

What do you think her mother said?

Have pupils read the story on pages 3-4 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural cues.

Study the selection in sections. Have each underlined word identified and the selection read aloud.

Name other words from the core vocabulary and have them underlined. Question pupils briefly about the story content.

**Workbook Follow-up, pages 3-4: Rereading a story Answering questions**

Have pupils reread the story on pages 3-4 and write answers to the questions on page 4.

ate

throw

mind

found

washed

reach

over

out

her

time

nice

floor



## Activity 9\*

### Associating sound and symbol /y/, /ī/, /ē/, y

associate sound  
and symbol /y/, /ī/,  
/ē/, y

recognize that y is  
sometimes a vowel  
letter

associate sound  
and symbol /y/, /ī/,  
/ē/, y

Write the following words on the chalkboard:

you yellow your yard yesterday

Review the generalization that the letter y can stand for /y/ as heard at the beginning of you and yellow.

Point out that sometimes the letter y is a vowel and stands for different sounds.

Write the following sentences on the chalkboard.

My little bird can fly up to the sky.

He is too shy to try that trick.

Why did you cry?

Read a funny story to the baby.

A lazy pony trots slowly.

Have pupils generalize that the letter y sometimes stands for /ī/ and sometimes for /ē/.

### Workbook Follow-up, page 5: Matching words and pictures

Have pupils read the words at the top of the page and write each under its matching picture.

Have them note the sound represented by the letter y in each of the key words and the matching numeral – then write the appropriate numeral in each box and on the line that follows each word.

## Activity 10\*

### Rereading the composition

reread the  
composition

evaluate clarity and  
organization of  
writing

Review the list of rules developed in Activity 2. Have pupils read the list silently and then orally.

Discuss questions such as the following:

Are the rules listed in order of importance?

Have we been following the rules?

Are there any rules listed that you don't consider important?

Were any important rules left out?

Are all the rules clearly stated?

recognize core  
vocabulary

use consonant  
substitution to write  
words

Work with core vocabulary and word-building activities. Have core words circled. Choose suitable words and have pupils write rhyming words.

# Activity 11

**“Goodbye, Mr. Bear”:** Listening to a story  
Predicting outcomes  
Making judgments

listen to a story  
extend vocabulary  
predict outcomes  
check predictions  
make judgments  
recall detail

Remind pupils to think about the story as they listen and try to decide what is likely to happen next.

Read “Goodbye, Mr. Bear” in sections and use the questions at the end of each section.

## GOODBYE, MR. BEAR

Mr. Bear rose, stretched, and sniffed the morning air. He'd been doing one of the things he liked best – sitting at the edge of the pine forest watching the sun rise.

“Seemed a little cool early this morning,” thought Mr. Bear as he stretched, first his big front legs and then his shaggy back ones, “but the sun feels warm on my back. Guess I'll go say ‘hello’ to the forest people.”

That was another of the things Mr. Bear liked to do – take a walk through the pine forest and talk to the people who lived there, making sure that everything was all right.

“This is a good day for a walk. I'm not very busy, and I'm certainly not hungry.” Mr. Bear chuckled as he thought of the good summer he'd had, with the bushes heavy with berries, and food plentiful everywhere.

“Guess I won't stop at the bee tree, though,” he said to himself, thoughtfully rubbing his nose where one angry bee had stung him. “I don't think they really enjoyed my last visit.” With this thought he turned toward the pine forest, still rubbing his nose. Just then a little breeze came from behind him and bristled up his back. It ruffled the fur on his neck and whispered “Swish-skit, Swish-skit” as it passed. Mr. Bear hesitated a moment but the little breeze had passed so he continued on his way.

“Swish-skit! Swish-skit!” a second little breeze came and tickled Mr. Bear's neck. This time Mr. Bear stopped and pricked up his ears.

“Hmmm? What was that you said?”

But this little breeze, too, had passed and all was quiet. Mr. Bear continued on into the forest.

Not far from the edge of the woods the tall pine tree where Red Squirrel had his home, stretched its great branches across the path. Just as Mr. Bear stepped under its shade something fell, bumping him on his nose, right on the spot where the bee had stung him.

“Ouch!” exclaimed Mr. Bear, looking up.

On a branch high in the tree sat Red Squirrel, very busily cutting off pine cones.

“Hey, be a little careful how you drop those cones, Red Squirrel. That last one hit me right on the . . . hey, look out!” and Mr. Bear just ducked a second cone which came hurtling down.

“Ooops! Sorry, Mr. Bear, I didn't know you were there. But you know how it is . . . if I stopped to watch where each cone fell I'd never get them all cut. It's up to the people down below to look out. Anyway, I'm just about finished on this branch, one more and then I'll be down to gather them up.”

With these words Red Squirrel cut the last cone and then, as it fell to the ground, he followed it down the trunk of the tree.

“Gracious, Red Squirrel, but you are busy this morning. I thought I'd

stop by and visit a few minutes. It's such a lovely day!"

"Yes, 'tis a lovely day, but I haven't time to visit, Mr. Bear. I must gather in my supply of seeds for the winter."

And up the tree flashed Red Squirrel with a cone in his mouth. He flipped into a hole in the trunk some distance above Mr. Bear's head. In a few seconds he was out again and down for a second cone. This time he hardly stopped at all.

"Goodbye, Mr. Bear," he said, as he whisked up the tree trunk.

"Goodbye," said Mr. Bear, feeling a little hurt, and strolled off down the path.

### **Questions:**

What do you think of the way Red Squirrel treated Mr. Bear?

Do you think Mr. Bear's feelings should have been hurt? (Pupils should consider the reason for Squirrel's hurry and the evidence in the story that he is very busy.)

What do you think will happen at the next place Mr. Bear visits?

As Mr. Bear passed a hollow log some distance farther down the path, he heard a scrambling and was just in time to see Striped Chipmunk scuttle around the end into the log.

"Good morning, Striped Chipmunk," called Mr. Bear. "How are things with you? It's such a lovely morning I thought I'd stop by and visit awhile."

Striped Chipmunk stuck her head out the other end of the log. Her face seemed to be strangely swollen.

"Oh, good morning, Mr. Bear. I didn't know it was you," she mumbled. "Yes, 'tis a lovely day, but I can't stop to visit. I must get my winter's food stored away."

Now Mr. Bear could see that both Striped Chipmunk's cheeks were stuffed with nuts and that was why she mumbled.

"Goodbye, Mr. Bear," and Striped Chipmunk darted out of the hollow log and scuttled away into the woods.

"Well," thought Mr. Bear, "everybody certainly seems to be busy this morning. Oh, there's Mrs. Robin. She doesn't store away nuts or cones. She'll have time to visit."

And he hurried his pace a little until he came abreast of the tree where Mrs. Robin perched.

### **Questions:**

Were you right?

Do you think Mrs. Robin will have time to visit?

"Good morning, Mrs. Robin. It's such a lovely day I thought I'd visit awhile."

"Oh, good morning, Mr. Bear. Yes, 'tis a lovely morning but I haven't time to visit. We're leaving for the south. The leaves on the trees are turning and soon they'll be dropping off, you know. We must be away before the winter comes."

Even as she spoke a yellow and brown leaf broke from the branch above her and floated lazily down to Mr. Bear's feet.

"But the weather is still so nice, Mrs. Robin. Couldn't you stay just a little bit longer? Look, the sun is warm, and that was only one leaf that fell. There are many still on the trees. We'll miss your happy song so much. Do stay a little longer."

"It's nice of you to say so, Mr. Bear, but we really can't. It won't be very long before all the leaves are down, and the sun no longer warm. We're a bit late this year as it is. The geese went by this morning and we must leave this afternoon. Goodbye, Mr. Bear, we'll see you in the spring



when we come back.” And with that Mrs. Robin flew away.

“Hmmm,” thought Mr. Bear, by now quite bothered that none of his friends had time to visit with him. “I know! I’ll go see Mr. Bull Frog. He doesn’t store any cones or nuts, and he certainly doesn’t leave that pond of his and go south. He’ll have some time to visit.”

So Mr. Bear turned into the forest, toward the little clearing where Mr. Bull Frog’s pond was.

### Questions:

What do you think of the way the robin and the chipmunk treated Mr. Bear?

What do you think he should do?

What do you think will happen when he visits the frog?

On the way to the clearing he heard a quick hum and ducked his head, but the bee had no time to bother with Mr. Bear just then, even if he’d remembered about the honey.

“Must hurry, must hurry,” Mr. Bear heard him mutter as he sped overhead, “only the asters left, only the asters left.”

Soon Mr. Bear reached the clearing where Mr. Bull Frog’s pond lay. It was very quiet and warm in there, surrounded by the forest and warmed by the autumn sun. Mr. Bull Frog wasn’t over by his favorite fallen log, or sitting on his favorite lily pad.

“That’s strange,” thought Mr. Bear. “I wonder where he is? Oh well, the sun feels so good I might as well sit down and wait. No doubt he’ll be back soon.”

So Mr. Bear settled himself on a warm flat rock and dozed a little while he waited. In a few minutes a ripple broke the smooth surface of the pond out by the lily pad and Mr. Bull Frog climbed out.

“Well, good morning, Mr. Bull Frog. It’s such a lovely day I thought I’d visit awhile.”

“Yes, ’tis a lovely day, but I’m afraid I haven’t time to visit. I’m very busy just now looking for exactly the right place on the pond bottom to spend the winter. The mud must be of just the right thickness, you know, and deep enough so that the frost won’t get to me.”

“But isn’t it a little early for that, Mr. Bull Frog? It’s so warm and sunny here it feels just like summer.”

“Yes, I know, by this time of day it is warm enough, but this morning, before the sun was up, there was a little ice on the edge of the pond. First thing you know the whole pond’ll be frozen over, and by then I must be all settled. No, I have no time to visit now. Goodbye, Mr. Bear.”

And with this Mr. Bull Frog gave a quick fillip with his legs and dived into the water again. As the water closed over him the rings spread on the surface but were broken up by little ripples caused by a quick breeze.

“Swish-skit,” whispered the breeze in Mr. Bear’s ears. “Swish-skit.”

“That’s it,” cried Mr. Bear. “That’s it! That’s what the little breezes were saying this morning but I didn’t understand them. Autumn’s here and the forest is preparing for the winter. I must get ready, too.”

So Mr. Bear stood up, gave himself a little shake, and went briskly off through the forest toward a great maple tree he had noted earlier in the summer. It stood in front of a huge outcropping of rock, and just behind it, and in the base of the rock, Mr. Bear had seen a cave. The entrance was completely hidden by the tree trunk. At the time Mr. Bear had thought what a fine winter home it would make. Now, as he examined it more closely, he saw that he had been right. It would indeed make a perfect winter home. Mr. Bear prepared to move in.

A few weeks later, when the first snow flakes came lazily down to join

the fallen maple leaves, Mr. Bear didn't know anything about them. He was sleeping soundly on a snug bed way back in the cave. There he would stay until spring came to waken the forest and call back the robins and geese.

—Claribel Gesner

### Questions:

Were you right?

What should have told Mr. Bear right at the beginning that autumn was coming?

Even if Mr. Bear didn't notice how cold it was, how should he have known that autumn was coming?

relate story idea to unit theme

Relate the story ideas to the unit theme "Being a friend" by having pupils consider Mr. Bear's visits to his friends. What should he have done when he realized they were busy? Did he know he was being a nuisance? How did his friends treat him when he interrupted their work?, and so on.

**Experience extension:** Have pupils list other animals that Mr. Bear might have met that autumn day and tell what each animal does to prepare for winter.

## Activity 12

### Workbook, page 6: Reading a play

recognize characteristics of a play

read a play

Use *Workbook*, page 6, to introduce the form of a "play." Tell pupils that some of the story "Goodbye, Mr. Bear" has been written as a play. Guide their reading of it so that they become aware of special features of a play: pupils should recognize:

- (i) the purpose of the list of characters.
- (ii) that dialogue carriers such as said, asked, and so on, are not used in that the name indicates the speaker.
- (iii) that no quotation marks are used
- (iv) that the story is told through conversation
- (v) that statements in brackets tell the players what to do or how to look.

Assign roles to pupils and have the play read aloud.

## Activity 13

### Understanding word structure: recognizing contractions

recognize contractions

Have the following sentences on the chalkboard before the lesson.

I can't show it to you.

I'll help you to fix it.

We're going home now.

We'll throw the ball to the dog.

I didn't see the cat.

Use the following procedure with each sentence.

- (i) Have it read aloud.
- (ii) Focus attention on the underlined word, and have the pupils tell you the full form.
- (iii) Rewrite the sentence using the full form of the contraction.

use term  
"contraction"

understand function  
of apostrophe in a  
contraction

Review the term "contraction." By comparing each contraction with the full form, have pupils recognize the function of the apostrophe.

Have pupils study the following lists of contractions, noticing the common element.

<u>will</u>	<u>are</u>	<u>not</u>	
I'll	you're	didn't	hasn't
she'll	we're	couldn't	don't
he'll	they're	haven't	isn't
we'll		shouldn't	aren't
you'll		wouldn't	weren't
they'll		doesn't	wasn't

Focus attention on the omission of the letter o rather than the first letter in contractions of not.

Have pupils read each of the following sentences, underline the contraction, and give its full form.

It's a long way to that school.

I'm going to help find it.

I don't like that kind.

That's a funny clown.

I've no new books to read.

Introduce won't as an exception.

### Workbook Follow-up, page 7: Matching words Completing sentences

recognize  
contractions  
complete sentences

Have pupils read each contraction at the top of the page and match it to the full form in the second column. Then have them read each sentence and write the contraction that completes it.

**Extra teaching:** For pupils who had difficulty with this activity, provide additional instruction by having the pupils identify contractions in group compositions, reader selections, and their own compositions. Have them give the full form of each contraction they identify.

## Activity 14

**Cartwheels, pages 16-20: Reading a play – "Finders Keepers"**

**Interpretation skills:** (i) *Predicting outcomes*; (ii) *Making judgments*.

recognize core  
vocabulary

### Core Vocabulary

**Unit** – mind    thank you    might    help    show

**Review** – were    over    with    should



apply phonic and structural knowledge to identify words

### Application of known phonic and structural principles

quarter quite going looking helping doing  
thinking talking any/where may/be him/self I'll  
hadn't he's it's wasn't that's we're don't  
finders keepers

### Preparation for reading

Have pupils locate the title of the story on the Contents page and predict what it will be about. Have them locate the story on page 16 and point out that it is a play. Have them study the list of characters. Recall ideas developed using *Workbook*, page 6 – that character's names are used to indicate the speaker instead of "he said," "she said," and so on; that the story is told in conversation; that directions to tell the actors what to do are written in brackets.

### Guiding the reading

Have pupils read silently. Have them stop at the end of each of pages 16, 17, 18, and predict what is going to happen, then read on to check their predictions. Note that they should begin to predict not only that the next person who comes along will stop to help but that each will offer to share something with Marco. They should note however, that the only clues to what will be shared are in the pictures.

Have pupils read pages 19-20 silently and then discuss with them why it was difficult to predict accurately what would happen when Mr. Mevic came along.

Ask: What did all the people who had offered to help Marco do when they found out he had never had a quarter?

Do you think they were right to be angry and take back their things?

Do you think Marco meant to cheat his friends?

Do you think he was right not to tell them he was just hoping to find a quarter?

How did all the people in the story treat Marco when they thought he needed help?

How do you think they will treat him the next time they meet him?

What might Bonnie McSmithers and her mother tell Marco about making friends?

mind

thank you

might

help

show

were

over

with

should

ate

throw

found

wash

reach

out

her

time

nice

floor

## Activity 15

### "Who Is in the Hare's House?": Listening to a story Making judgments Predicting outcomes

Read the story "Who Is in the Hare's House?" (Before beginning, insure pupils know what a hare is.) Tell pupils that you are going to read a whole story without stopping and they should try to think ahead as you read, to decide what will happen next.

relate story ideas to unit theme

sustain listening for longer period

extend vocabulary

## WHO IS IN THE HARE'S HOUSE?

Once upon a time there was a Caterpillar who went into a Hare's house when the Hare was away from home.

When the Hare returned, he noticed marks on the ground all round the door of his house, and cried, "Who is in my house?"

"The fiercest creature in the world!" replied the Caterpillar in a very loud voice. "I can trample down elephants!"

The Hare trembled when he heard this and turned back down the road muttering to himself, "What can a small creature like me do with one that can trample down elephants? It must be enormous!"

On the road he met a Fox.

"Come with me, Fox," he said, "and talk to the fierce creature who has taken possession of my house!"

"I'll do that," said the Fox, who thought himself a brave fellow. So when they reached the Hare's house, the Fox shouted in his fiercest voice, "Who is in the Hare's house?"

"The fiercest creature in the world!" replied the Caterpillar. "I can trample down elephants!"

When he heard that, the Fox turned and trotted off down the road, saying, "I'm sorry, Hare, I can't help you. That creature is far too fierce for me!"

Then the Hare met a Tiger and begged him to drive out the fierce creature who had taken possession of his house.

"I'll do that with pleasure," said the Tiger grandly. "Who is in the house of my friend, the Hare?" he roared.

"The fiercest creature in the world," replied the Caterpillar in his loudest voice. "I can trample down elephants!"

"Then he'll do the same to me," said the Tiger to himself. He hurried away without so much as a word to the Hare.

Then the Hare met an Elephant and begged him to come and drive the fierce creature out of his house.

"Who is in the house of my good friend, the Hare?" trumpeted the Elephant. But when he heard the Caterpillar's reply, he made off as fast as he could, crying, "I've no wish to be trampled!"

Now, a Frog was passing at the time and asked what all the fuss was about. The Hare told him all that had happened.

"I'll see what I can do to help," said the Frog. So he went up to the Hare's house and opened the door and called "Who is in the Hare's house?"

"The fiercest creature in the world – I can trample down elephants!"

"Nonsense!" said the Frog, and instead of running away as all the others had done, he went nearer and croaked in his loudest voice, "And I, who am the strongest and the greatest jumper, have come to get YOU!"

When the Caterpillar heard this he trembled, and when he saw the Frog coming nearer and nearer, he called out in a tiny little voice, "I am only a little Caterpillar and I don't mean any harm!"

It was just as well that the Caterpillar was able to run out of the back door, for the Frog could have eaten him up in no time.

### Questions:

Who was the best friend to Hare?

What do you think of the way the other animals behaved when Hare asked them to help?

What do you think of Caterpillar's behavior?

As you listened to the story could you guess what was going to happen?

predict outcomes  
make judgments

relate story idea to  
unit theme

How did you know what would happen next? (Help pupils to recognize the story pattern as an aid in predicting.)

Have pupils note that Spider, Marco Mevic, and Caterpillar all play tricks on their friends. Have them compare the tricks, and the way people reacted to them.

## Activity 16

### Writing a composition: play

write a play  
read a composition

Review briefly the form of a play. Suggest to pupils that they might like to write "Who Is in the Hare's House?" as a play. Develop the list of characters or players on the chalkboard. Write words or phrases (such as fiercest creature) that you think the pupils will need.

Have pupils, working individually, write the story as a play. (For some groups, you may want to have individuals write only one incident.) Encourage pupils to use their own words and not feel that they must have exactly the same conversation as is in the story.

Have pupils share their completed work by reading it orally to the group.

**Experience extension:** Have pupils select other stories they have heard or read and write them in the form of a play. Have pupils share the completed work by reading it orally to the group.

**Note:** The following listening selections from Level 4 could be written in the form of a play: "The Lion-hearted Kitten"; "The Five Little Bears Have Their Picture Taken"; "A Bit of Red Ribbon"; and "The Tree Trick." You may wish to tape the selections so that pupils can listen to the selection independently and then dictate the play as a group writing activity.

## Activity 17

### Workbook, page 8: Recognizing core vocabulary –

show might help thank you reach

use phonic,  
structural, and  
contextual cues to  
identify words  
write answers

Have the following selection on the chalkboard before the lesson. Have pupils read silently and identify the underlined words. Then have the sentences read aloud.

Red Squirrel might like that nut.

He might reach out with his paw and take it from you.

And he might say thank you when he takes it.

These nuts might help him feed his family.

Why don't you show the nuts to him?

Put them where he can reach them.

Show him how to get them.

Have pupils read the story on page 8 of the *Workbook*. Allow adequate



time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural cues.

Study the selection in sections. Have each underlined word identified and the selection read aloud. Name other words from the core vocabulary and have them underlined. Question pupils briefly about story content.

**Workbook Follow-up, page 8: Rereading a story  
Answering questions**

Have pupils reread the story on page 8 and write answers to the questions.

**Checking achievement**

Do pupils

- enjoy talking about stories they have read? listened to?
- apply word-recognition skills independently?
- recognize words with -er, -est endings?
- recognize the words of the core vocabulary?
- express themselves fluently in oral language?
- participate in dramatic play?

Can pupils

- understand and enjoy the format of a play?
- relate contractions to their full forms?
- develop a theme by relating ideas from several sources?
- express ideas clearly in written form?

# Spelling

**Note 1:** See the Introduction for comments on the Spelling Program.

**Note 2:** Five objectives are paramount for the Spelling Program; these should be kept in mind during all the activities.

- (i) Pupils will develop a spelling sense and consider spelling an important factor in their communicating through writing.
- (ii) Pupils will master the spelling of a core list of words frequently used in writing at this level.
- (iii) Pupils will apply their knowledge of sound-symbol relationships and word structure in encoding words.
- (iv) Pupils will learn a method of word study that they can apply independently in learning the spelling of a word.
- (v) Pupils will apply what is learned in the spelling program in all written work.

**Note 3:** Spelling activities for each unit are grouped at the end of the unit to allow greater flexibility in program planning. While many teachers will want to integrate such activities in the block of time used for language instruction, others will want a regular time set aside for them.

**Note 4:** Some lists are relatively long but it is expected that most of the words have been mastered as a result of writing and reading experiences in Grade One. Most teachers will use a test-study-test approach (see below) with these lists and spend time only with words that pupils cannot spell.

## Test-study-test Procedure

1. Test pupils on the words in the complete list.
2. Check spelling carefully.
3. Pupils study the words they spelled incorrectly.
4. Re-test on the total list.
5. If pupils still had errors, these words should be listed in a separate place. At various times, with individual pupils, repeat the test-study procedure with these words.

**Note 5:** "Research has consistently shown that it is more efficient to study words in lists than in context"<sup>1</sup>(Thomas, page 59). Short spelling periods that concentrate attention on spelling rather than language activities are likely to be most effective in improving spelling.

**Note 6:** Successful learning in spelling depends on how accurately children hear the sounds in a word, and pronounce it; their knowledge of how sounds are represented; their understanding of word structure; their ability to visualize a written form; and kinaesthetic experiences with the word. Children should be taught a method of study that incorporates all of these.

An accepted method of word study is as follows:

<sup>1</sup>Ves Thomas, *Teaching Spelling* (Toronto: Gage Educational Publishing Limited, 1974).

### **WORD STUDY PROCEDURE (WSP)**

1. See the word in isolation. Look at it closely.
2. Pronounce it. (And listen as it is pronounced.)
3. Study the word.
  - (i) Think about sound-symbol relationships.
  - (ii) Note structural features.
  - (iii) Visualize the word.
4. Write the word.
5. Check the spelling.
6. Write the word again.
7. Check the spelling.
8. If necessary, repeat the steps.

*Pupils are most likely to develop this pattern of word study as an independent study habit if the teacher leads them through the steps many times. For this reason, this procedure should be used with each word that is studied. In addition, pupils should be expected to undertake other activities through which they use the words in writing activities.*

**Note 7:** *When dictating words, always say the word first, then give a sentence using the word, and then repeat the word. Sentences are not given in the lesson plans; it is expected that each teacher will use his/her own sentences.*

**Note 8:** *Pupils are taught the spelling of a core list. The activities emphasize that they should extend this by including inflected and derived forms of words in the unit, and by having pupils write other words that follow a similar spelling pattern.*

**Note 9:** *Page S30 of the pupil Workbook provides an alphabetical reference list of the words taught at Level 4, page S31 provides such a list for Level 5. Page S32 of the Workbook should be used as a personal reference list of individual pupils' spelling errors.*

**Note 10:** *The Workbook pages for the Spelling Program provide practice in handwriting and spelling. A distinction had to be made between practice in writing and the spelling exercises. Pupils are asked to copy the words using the size usually used in handwriting lessons. Obviously, if this same size were used to write in answers to the exercises, very few exercises would be possible. Therefore, as in all workbooks, pupils will choose their own letter size for writing answers.*

**Note 11:** *Each unit includes a check and an opportunity to review, if necessary, a group of words studied in Level 4. It is important that a test-study method be used with these to make sure there will be no unnecessary repetition of work.*

**Note 12:** *Although practice is provided in the Workbook, pupils should have another exercise book particularly for spelling activities. Sometimes a Workbook exercise will specify "Write the words . . ." but, in order to provide enough exercises, no space is provided in which to write the words. The writing should be done in pupils' special exercise books.*



# Spelling

## Unit Words

my	pretty	can't
fly	very	don't
pony	story	I'm
baby		I'll

## Spelling Activity 1

- can't ←  
don't  
I'm  
I'll  
can't ←  
don't  
I'm  
I'll
1. Write the four words at the left on the chalkboard. Have them identified as contractions. Review the term apostrophe and have pupils note where the apostrophe is written in each word. Stress that putting the apostrophe in the right place is part of spelling a word correctly.
  2. Follow the word study procedure (WSP) (outlined in the Introductory notes in this Spelling Unit) with each of the words at the left.
  3. Dictate the following sentences. Have pupils write the entire sentence. This procedure provides practice for spelling several words at once. Check the spelling of each word and note the spacing between words.  
I can't go.  
I don't see it.  
I'll go to school.  
I'm at the house.

## Spelling Activity 2

### Review

- a ←  
after  
am  
an  
and  
are  
ask  
at  
away  
back
1. Using the following procedure, test pupils on the first group of words listed on page S30 of the pupil *Workbook* (words taught in Level 4 program.) For your convenience the words are listed at the left.
    - (i) Have pupils number the page from 1-10 vertically. Tell them that if there is any word they can't spell they should put a line beside its number. (Be careful however that pupils who can spell the words but lack self confidence don't take advantage of this to avoid trying. Note also pupils who tend to guess words they are not really sure of.)
    - (ii) Dictate the words.
    - (iii) Check the spelling.
    - (iv) Write each word on the chalkboard and have pupils who had errors write each such word correctly as you come to it.
    - (v) From the pretest, identify words that need further study by some pupils.
  2. Use the word study procedure (WSP) outlined in Note 6 (preceding this spelling unit) with words that were misspelled. (Include in this activity only the pupils who made the errors.)

### Workbook Follow-up: page S1

Read the directions with pupils and have them complete the page independently.

Have them proofread their work to check the placement of the apostrophes.

## Spelling Activity 3

### Review

bad  
barn  
be  
bear  
bed

big  
bird  
black  
book  
boy

← Repeat Activity 2, using the words at the left (the second group of words on page S30 of the pupil *Workbook*).

### Workbook Activity: page S2

Guide pupils' reading of the directions.

Develop an awareness of the importance of proofreading to check individual spelling. Recognize that this will not mean complete accuracy in their written compositions since many of the words they use will be words they don't know how to spell correctly. However, it is important that all "list words" be spelled accurately. Insist that, in written work, any errors in these words be corrected.

## Spelling Activity 4

my  
fly  
pony  
baby  
my  
shy  
pony  
bony

pretty  
very  
story

sky  
try

Tony

← 1. Use the pretest procedure with the words at the left.

2. Direct attention to y used to represent /ī/. Extend the spelling list by dictating the words at the left.

3. Direct attention to y used to represent /ē/. Dictate the words at the left.

### Workbook Follow-up: page S3

Review the formation of the letter y. Stress the importance of correct spacing within words.

Study the directions with pupils. Have them complete the page independently. Check their spelling of the list words.

## Spelling Activity 5

1. Dictate the following sentences and check the spelling of each word. Note also errors in capitalization and punctuation.

My pony can't fly.

The baby is pretty.

I'll tell a story.

2. Have pupils write a sentence using each of the following words: very, pretty, don't, story.

3. Have the sentences proofread for spelling, punctuation, and use of capital letters.

### Workbook Activity: page S4

Have pupils review the words listed, then use them to write answers for questions 1-6.

Have them write sentences for each picture.

When the exercise is completed, have pupils proofread to check their spelling of the list words. Check the exercise with pupils.

## Spelling Activity 6

### Assessment

can't  
don't  
I'm  
I'll  
my  
fly

pony  
baby  
pretty  
very  
story



1. Dictate the words from the unit list (these words are provided at the left for your convenience.) Check pupil spelling and reteach where necessary.

**Note 1:** Do not present this as a test situation. Although you will use the results to assess pupil achievement and plan further teaching-learning activities, pupils should regard this activity as a learning experience in the same way as the other activities of the unit. It is important that pupils not regard "passing a test" as their goal in spelling.

**Note 2:** If any pupil spells a word incorrectly, have that word entered in his/her spelling record in Workbook, page S32. Have the words re-studied and written in the spaces provided on page S32 on two subsequent days.



# Unit 45

## Theme: Neighbors

LISTENING	SPEAKING	READING	WRITING
← Recognizing words with vowel combinations	← Saying words with vowel combinations	<b>Activity 1</b> Associating sound and symbol: vowel combinations <i>Workbook Follow-up, p. 9: Assessment – Reading a story</i>	→  Writing answers to questions
← Listening to peers	← Talking about a story	<b>Activity 2</b> <i>Cartwheels, pp. 21-31: Reading a story</i> <i>Workbook Follow-up, p. 10: Reading a composition</i>	→  Writing answers to questions Writing a composition
← Listening to peers	<b>Activity 3</b> Developing the unit theme	<i>Workbook Activity, p. 11: Reading a story</i> <b>Activity 4</b> <i>Workbook, p. 12: Reading a story</i> Recognizing core vocabulary <i>Workbook Follow-up, p. 12: Rereading a story</i>	→ Dictating a composition Writing a composition
← Recognizing words with vowel combinations	← Saying words with vowel combinations	<b>Activity 5</b> Associating sound and symbol: vowel combinations <i>Workbook Follow-up, p. 13: Assessment – Reading sentences</i>	→  Completing sentences
<b>Activity 6</b> Listening to a story	→ Discussing story ideas	<b>Activity 7</b> Understanding word structure: -ed, -ing Reading sentences	→  <i>Workbook Follow-up, p. 14: Completing sentences</i>
	← Discussing a poem	<b>Activity 8*</b> <i>Cartwheels, p. 32: Reading a poem</i> <b>Activity 9*</b> Rereading the composition	
← Listening to peers	<b>Activity 10</b> Participating in a group discussion		→ Recording ideas discussed
← Listening to peers	← Discussing a story	<b>Activity 11</b> <i>Cartwheels, pp. 33-40: Reading a story</i>	→

		<b>Activity 12</b> Understanding word structure: -ly <i>Workbook Follow-up</i> , p. 15: Reading a story Identifying root words	Writing words
<b>Activity 13</b> Listening to a story	Discussing a story	<b>Activity 14</b> <i>Cartwheels</i> , pp. 42-44: Reading a personal report  Reading the composition  <b>Activity 17</b> <i>Workbook</i> , pp. 16-17: Reading a story Recognizing core vocabulary <i>Workbook Follow-up</i> , pp. 16-17: Rereading a story If needed, additional phonics lessons for review and maintenance are in the Appendix	<b>Activity 15</b> Writing a composition <b>Activity 16</b> Using capitals, periods, question marks   Spelling Activities are detailed at end of unit

*Have you scheduled time for pupils to read alone?*

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner* 5, have pupils read Book 41.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 41-44.
3. Make sure each pupil spends time each day at a reading centre with books of his/her own choosing. Encourage the sharing of books by pupils at the centre.
4. Provide pupils with cards containing words in the core vocabulary. Have pupils work in pairs identifying core vocabulary words in recent group compositions.
5. Have pupils work in pairs to proofread stories they have written using words from their spelling lists.
6. Provide pupils with unpunctuated versions of group compositions or short passages from reader selections. Have pupils work in small groups with one pupil reading the punctuated copy and the other pupils recording punctuation marks on the unpunctuated version. Have pupils compare the punctuation they used with one another and with the original.

7. Prepare sets of cards containing suggestions for story characters and story settings. Have pupils select one card from each category and write a story or a play about the situation that is suggested. Some ideas for characters and settings are listed below.

#### Characters

- a girl with a pet snake
- a baby polar bear
- a giraffe with a short neck
- Little Wych and the creatures of Wychwood Park
- a boy with a new skate-board
- a beautiful butterfly

#### Settings

- in a supermarket
- at the beach
- on the bus
- in the circus
- on a doorknob
- on a busy street

8. Have pupils watch for particularly descriptive or unusual words, for example, bulgy, in their independent reading. Have them record these words on a piece of chart paper. (You may wish to have pupils record the sentence in which they located the interesting word). In a sharing period have pupils talk about the words giving consideration to the meaning and why the word is so appealing.
9. If you have pupils develop a neighborhood map as an experience extension, have them work on the completion of it during independent activity sessions.
10. Have pupils write descriptions of things they find most interesting or unusual in their neighborhood.
11. Have pupils work in pairs on a chart entitled “Helping Neighbors.” On one half of the chart pupils list ways in which their neighbors help them, and on the other half, ways they help their neighbors.
12. Using small boxes and a cardboard base, have pupils make a model community and paint it. Include houses, stores, parks, and so on.
13. Have pupils collect (and draw) pictures of different types of homes. Have them glue them on a large sheet of paper and label them.

## **BOOKS TO READ**

1. *New Neighbors*, Ray Prather (McGraw)  
Ricky finds an ingenious way to make friends in his new neighborhood.
2. *Anthony and Sabrina*, Ray Prather (McGraw)  
This story depicts a touching true-to-life relationship between an older brother and a younger sister.
3. *Stevie*, John Steptoe (Harper)  
Robert and his mother have new boarders – Stevie and his mom. Robert at first resents Steve since he has to share everything but later regrets losing him.
4. *Timothy Twittle*, Alice Vaught Davide (Harcourt)  
Timothy, an old turtle, is stuck on his back and it becomes a community effort to set him right side up.
5. *If I Had*, Merier Mayer (Dial Press)  
A little boy's fantasies on how to protect himself against bullies.
6. *Sara and the Apartment Building*, Yvonne Singer (Kids Can Press)  
This story shows the life of children in their apartment building.
7. *Nobody Asked Me If I Wanted a Baby Sister*, Martha Alexander (Dial Press)  
Oliver takes a while to adjust to Bonnie, his new baby sister.
8. *Nothing Ever Happens on My Block*, Ellen Raskin (Atheneum)  
Chester is upset because nothing exciting happens on his street, but as he sits on the curb sulking, many things do.



9. *Pierre – A Cautionary Tale*, M. Sendak (Scholastic)  
Pierre always says “I don’t care”, and finds out that he should.
10. *My Castle*, Florence P. Heide (McGraw)  
Thoughts and dreams of a young child from his castle – a small fire-escape balcony outside his apartment.
11. *The Girl on the Yellow Giraffe*, Ronald Himler (Harper)  
A child’s way of seeing familiar places transformed into a magical world.
12. *Strange Street*, Ann Powell (Kids Can Press)  
Sam, a little boy from Strange Street, visits his friend Patti on Bright Street and discovers that the neighbors there are cold and indifferent.
13. *White Snow, Bright Snow*, Alvin Tresselt (Lothrop)  
The first snowfall effects the whole community – the grown-ups fret about it and the children laugh and dance.
14. *Bright, Bright Morning*, Adelaide Holl (Lothrop)  
Maria, a city child, sings her happiness through the streets and it effects all those she passes.
15. *Alphonse Has an Accident*, Susan Hiebert (Peguis)  
Alphonse, a nine-year old Indian boy, must leave his home on the reserve at Cedar Lake to go to hospital in Winnipeg.

# Activity 1

## Associating sound and symbol: vowel combinations ou, ow, oo, oa

Have the following sentences on the chalkboard before the lesson and the words listed below on cards to use in the lesson.

Use the sentences to review the generalization related to each underlined vowel combination.

1. A mouse ran out of our house.
2. A brown owl flew over the town.
3. I know I can show you where to throw the ball.
4. A boat should float on the water.
5. At noon he ate his food with a spoon.
6. She took a good book with her.

Write: mouse, owl, show, boat, noon, took on the chalkboard as key words. Have pupils pronounce each word on the card and match it with the appropriate key word.

goose	goat	moon	shout
crow	wood	book	flow
how	yellow	balloon	snow
clown	grow	pillow	cook
tools	stout	growl	tow
roast	broom	stood	toast
loud	down	frown	round

Write the following sentences and have pupils read them. If a pupil has difficulty, plan another lesson with the sound-symbol that appears to be troublesome.

Look out the window and see a clown.  
He gave a loud shout when you took his tools.  
Did you ever see a goat with a yellow coat?

## Workbook Follow-up, page 9: Assessment – Reading a story Answering questions

Have pupils read the story and underline words in colors as directed. Have them write answers to the questions.

**Extra teaching:** For pupils who had difficulty associating sound and symbol for the vowel combinations, use the activities outlined in the Appendix.

# Activity 2

## Cartwheels, pages 21-31: Reading a story – “What Do You Do With a Rope?”

**Interpretation skills:** The focus in this unit is on (i) understanding relationships: cause-effect; and (ii) making inferences.

- (i) Understanding relationships: cause-effect. This means that readers can recognize what causes certain things to happen as they do in a

story, and what happens as a result of certain things. Questions dealing with cause-effect relationships frequently begin “Why . . .” or “What was the result of . . . ?” or “Because . . . what . . . ?” Many of the cause-effect relationships in the selections of this unit must be inferred.

- (ii) *Making inferences.* When readers make inferences, they read “beyond the lines,” forming new ideas by reasoning the information given in the story with their own experience. Pupils should be aware that answers to some questions are not stated in the story but that they can figure them out by thinking about what was stated. Encourage pupils to support their inferences.

### Core vocabulary

**Unit** – sang forgot neighbors must rope move  
moving sing

**Review** – should along change morning reach

### Application of known phonic and structural principles

followed know below tomorrow dusted walked  
pulled reached looked picked called finished  
worked opened  
door/bell after/noon some/thing out/side store/keeper

### Preparation for reading

Tell pupils that the story they are going to read is about a boy whose best friend is his grandmother. (Relate this to the problems Bonnie McSmithers had with her mother.) Tell them that Simon’s grandmother is very old, but that she still enjoys doing things with Simon and he with her. Have pupils turn to page 21 and study the picture and title for further information about Simon and his grandmother, and what the story will be about.

### Guiding the reading

Have pupils read silently and study the illustrations – then discuss with them the ideas presented. Some pupils may be able to read the whole story before discussion; others will need more guidance and read shorter sections as indicated. Give help as needed in applying word-recognition skills to identify unfamiliar words.

Suggested questions focusing on recognizing cause-effect relationships and making inferences follow.

pages 21-22

What kind of house does Simon’s grandmother have?  
Why are new neighbors important?  
What do you think Simon is thinking when he says, “I hope it will”?  
Why do you think Simon and his grandmother are such good friends?

page 23

Why did Simon want the rope?  
Why do you think his grandmother bought it for him?  
How much rope was in the bundle?

page 24

Why couldn’t Simon come for lunch?  
What has Simon been playing with the rope?

recognize core  
vocabulary

apply word  
recognition skills to  
identify words

interpret  
illustrations

recognize  
relationships:  
cause-effect

make inferences

interact with peers

speak clearly and  
fluently



Why do you think Grandmother let him eat lunch all tied up?  
How did being tied up in a bundle make Simon feel?

page 26

What does this page tell you about Simon's grandmother?  
(Be sure pupils consider grandmother's acceptance of Simon's antics as well as her own skipping.)

page 27

Why does Simon say, "This is a very handy thing"?  
When did the furniture arrive?  
What kept Simon very busy all morning?  
Why did he decide a big family was moving in?  
Do you think the new neighbors will like living downstairs?

pages 28-29

How does Simon feel about Prue being invited for lunch?  
What has he been doing?  
Why did he stick clothes pins all over himself?

pages 30-31

Why did Simon decide Prue would be a good neighbor?  
Why could Prue only be half a porcupine?  
Do you think Prue's family will mind the kinds of games Simon and his grandmother play upstairs?  
Do you think you would like to be a neighbor of Simon and his grandmother?

### Experience extensions

1. Have pupils write or draw other uses for a rope. They might think of practical uses and play uses. They may wish to demonstrate with a real rope their creative ideas.
2. Supply pupils with clothes pins and have them create uses for them.

### Workbook Follow-up, page 10: Reading a composition

Writing answers

Writing a composition

Tell pupils that the composition on page 10 was written by a boy who lives at Spence Bay in the far north of our country. Instruct them to read the composition and write answers to the questions. Have them write and illustrate a personal composition on the same topic.

## Activity 3

### Developing the unit theme "Neighbors"

#### Dictating a composition

Recall with pupils the story "What Do You Do With a Rope?"

Ask: Who was the most important person to Simon?

Talk about the relationship between Simon and his grandmother and have pupils recognize that the two form a family unit. Discuss other kinds of family units.

sang

forgot

tell

neighbors

must

rope

move

moving

sing

should

along

change

morning

reach

mind

might

help

show

were

over

with

ate

throw

found

out

ad a composition  
ite answers  
ite a composition

velop the unit  
eme  
ntribute ideas to  
velop theme

listen to peers  
express ideas  
precisely  
participate as a  
member of a  
discussion group

dictate a  
composition  
relate personal  
experiences to story  
idea

read a story  
answer questions  
write a composition

recognize core  
vocabulary  
apply word  
recognition skills to  
identify words  
answer questions

Point out that Simon and his grandmother belong to a neighborhood.  
Ask: What do you learn about the neighborhood in the story? (Pupils should note the shopping done in small neighborhood stores and the fact that Simon lives in an upstairs flat or apartment.)  
How can you tell that neighbors are important to Simon's grandmother?  
Do you think she and Simon make good neighbors?  
Remind pupils that they all belong to a family, and that the family belongs to a neighborhood.

Talk briefly about the pupils' neighborhood: where pupils live; consider the kinds of homes; the shops; and things people do together. Write the preceding topics as headings on the chalkboard and have pupils dictate two or three sentences under each heading to describe their neighborhood. Have the sentences read aloud.

Talk briefly about the relationships among people in the neighborhood.  
Are there small stores where the children are known?  
Do they have neighbors to play with?  
Are there a lot of apartment buildings where they don't know their neighbors?  
Compare this with the situation portrayed in "What Do You Do With a Rope?"

**Workbook Activity, page 11: Reading a story**  
**Answering questions**  
**Writing a composition**

Have pupils read the story, "What Can You Do With a Stick?" and answer the questions. Have the last question relating this story to "What Do You Do With a Rope?" answered in their notebooks and illustrated. Encourage pupils to share their answers with their classmates.

**Experience extension:** Have pupils make a map of their neighborhood showing the location of their homes, stores, school, streets, etc. If pupils come from several neighborhoods, develop a map of the neighborhood in which the school is located. Then have pupils work in small groups to prepare maps of their own neighborhoods. When the maps are completed, have pupils compare the maps, taking into consideration such features as kinds of buildings, size of streets, kinds of plants, etc.

## Activity 4

**Workbook, page 12: Recognizing core vocabulary –**  
**forgot tell neighbors must move**  
**moving rope sing sang**

**Note:** Words such as tell, sing, sang, must are likely already familiar. Don't spend time on any words you find the children know.

Have the following sentences on the chalkboard before the lesson.  
Don't forget to tell your neighbors that you're moving.  
You must sing the song you sang to us.  
Move the rope out of the way.

Why are you moving?

The rope is broken.

Have pupils read the sentences silently and identify the underlined words. Then have the sentences read aloud.

Have pupils read the story on page 12 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural clues.

Study the story in sections. Have each underlined word identified and the story read aloud.

Name other words from the core vocabulary and have them underlined. Question pupils briefly about the story content.

### **Workbook Follow-up, page 12: Rereading a story** **Answering questions**

Have pupils reread the story on page 12 and write answers to the questions.

## **Activity 5**

### **Associating sound and symbol: Vowel combinations /ā/, ai, ay; /oi/ oi, oy**

**Associate sound  
and symbol: vowel  
combinations**

Before the lesson, have the following sentences on the chalkboard and the words below on cards.

Use the sentences to review the generalizations related to each underlined vowel combination.

1. The rain and hail spoiled the new paint.
2. She can't stay to play with you today.
3. The voices made a loud noise when they all joined together.
4. The boy has a toy car that is painted royal blue.

**Apply phonic  
knowledge**

Write rain, play, noise, boy on the chalkboard as key words. Have pupils pronounce each word as you show the card and match it with the appropriate key word.

main	enjoy	say	loyal
oil	paid	spoil	spray
tray	soil	strain	foil
choice	pray	joy	fait

Have pupils read the following sentences.

Get a pail of gray paint for the play house.

Join the other boys and enjoy the game.

Wait until the mail comes.

### **Workbook Follow-up, page 13: Assessment – Completing sentences**

**Use sentences**

**Apply phonic  
knowledge – vowel  
combinations**

Have pupils choose from the words in the cloud the one that best completes the meaning of each sentence. Have them write the words in the box. As a follow-up activity have the completed sentences read aloud.

should  
along  
change  
reach  
mind  
might  
help  
show  
were  
over  
with  
ate  
throw  
found



**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 6

**“The Sleigh”:** Listening to a story

**Recognizing relationships: cause-effect**

**Making inferences**

**extend vocabulary**

**interact with peers**

**use a variety of sentence patterns**

**recognize relationships: cause-effect**

**make inferences**

Tell pupils that you are going to read another story about Simon and his grandmother that takes place on a winter day. Tell them to listen to learn more about the neighborhood where Simon and his grandmother live and to learn more about the fun they have together.

Read the story in sections. Use the questions at the end of each section to focus attention on the cause-effect relationships and to have pupils make inferences.

### THE SLEIGH

The snow had been falling softly and steadily all through the night. Now, in Grandmother's garden, it was nearly fifteen centimetres deep, and Simon was playing in it. He had been trying to make a snow model of a sleigh, and was busy sitting on it when the milkman arrived.

“Hallo!” the milkman called out to Simon as he passed. “Off to the North Pole, are you?”

“I'm not off anywhere,” Simon said, getting up, “but I would be if it was a real sleigh.” He jumped about a bit to get himself warm.

The milkman looked surprised.

“Haven't you got one, then?” he asked.

Simon shook his head.

“Well, now,” said the milkman thoughtfully, “it so happens that I've got an old sleigh at home. My children had it, but they're all grown-up now.”

“Oh,” said Simon, “I expect they liked having it.”

“It's a bit shabby, but it's good and strong,” said the milkman. “How about you borrowing it while the snow's here?”

Simon stayed quite still for a moment. Then he took the milkman's hand.

“Could you come and see my Grandmother at once?” he said.

So the milkman and Simon and Grandmother all had a cup of cocoa together and said what a good idea it was for Simon to have the sleigh.

#### Questions:

Do most children in the neighborhood have sleighs?

How does Simon feel about having a sleigh?

Why doesn't the milkman need his sleigh any more?

That afternoon the sleigh arrived. The milkman brought it as he had promised, and he had kindly put a new piece of rope on it, to pull it along with. When he had gone, Grandmother walked round it. “That's a fine sleigh,” she said, “and strong enough for an elephant. We must try it at once.”

“I can be ready in a flash,” said Simon, going for his coat.

“I won't be long,” promised Grandmother.

So they both rushed about getting ready. Grandmother put on some new boots she had just bought, and Simon wore a cosy red hood she had

knitted for him. They both seemed to have on a great many clothes.

"I feel very bulgy," said Simon, when at last they went outside.

Grandmother gave him half of the sleigh rope to hold.

"Heave ho," she said, as they set off.

"Heave ho," said Simon. "Can we go to the North Pole?"

"I don't think so," Grandmother said. "It's rather far for now. But we'll go to the North Hill. It's a very good place for sleigh riding."

It was hard work trudging through the snow and they were both glad when at last they arrived. There were lots of other people with sleighs, and most of them were going to the far end of the hill where the ground sloped down steeply for quite a long way.

"What a very slidy-looking place," Simon said, as they reached it.

"We needn't go too fast to begin with," said Grandmother.

She tied her woolly scarf more tightly under her chin, and tucked the ends inside her coat collar. "Now," she said, "are you ready?"

"I suppose I am," said Simon.

"This sleigh seems very near the ground," Grandmother remarked.

She bent herself carefully and sat on it with a heavy thump. "There!" She smiled encouragingly at Simon. "You get on behind me and hold tight," she said.

### Questions:

What makes Simon feel bulgy?

Why was it hard work walking to the hill?

How does Simon feel when he sees the steep hill?

There was just room for them both on the sleigh. Grandmother's shiny boots stuck out on either side, and Simon stretched his out, too, as far as they would go. Then Grandmother took hold of the rope and settled herself comfortably.

"Watch out!" she said, digging her heels in. "We're off!"

As the sleigh went down the slope, it gathered speed and Simon lifted his legs off the ground so as not to stop it. He clutched as much of Grandmother as he could and pressed his cheek into her back. The snowy ground began to slip by faster and faster, and as Simon felt the wind on his face, he began to wonder if he was about to fall off.

"Grandmother," he gasped, "I'm finding it very slippery on here!"

There was a sudden spray of snow and the sleigh began to slow up rather bumpily. Grandmother was digging her heels hard into the ground.

"Hold on!" she shouted. "I'm going to stop!"

As they slowly drew to a standstill, Simon slid gently off into a heap of soft snow.

"That was very clever of you," he said. "I didn't think you could."

Grandmother's eyes were sparkling. "Come on," she said, turning round and starting off up the hill, "we'll do it again. You push the sleigh up from behind."

When they reached the top, they both got on to the sleigh and began once more. This time Simon didn't feel so much that he was falling off and they travelled a little further down the hill. They climbed up to the top and did it again; then again and again, until Simon's nose and cheeks were nearly the color of his hood. At the top of the hill once more, he said to Grandmother, "I'm enjoying the sleigh ride. It's a pity all this pulling up is very tiring."

"Look here," said Grandmother suddenly, "How about my having a turn by myself? You can wait here and try and guess how far I'll get."

"By yourself?" Simon looked down the hill. "Golly."

**Questions:**

- What happened as they started down the hill?
- What happened when Grandmother dug her heels into the snow?
- Does Simon like sleigh riding?
- Why does Grandmother decide to go by herself?

Grandmother thumped herself firmly on to the sleigh. "Can you see that bush?" she pointed far down the slope. "I'll see if I can manage to reach that."

"Golly," said Simon again. "I expect you'll fall off with me not being there behind you."

"Nonsense!" said Grandmother cheerfully. She gripped the rope. "Now," she said, "give me a push."

So Simon did, and off she went, careering down the slope. He heard her say gee-up! and at first she began waving her arms up and down and urging the sleigh forward as if it was a horse. But Grandmother was quite a heavy person, and soon the sleigh was travelling very fast indeed. On and on it sped, until it started giving little leaps and jumps over the rough bits.

"Whizz!" said Simon, banging his hands together. "Whizz! She's nearly at the bush!"

Grandmother wasn't waving her arms any more. She was leaning back and seemed to be pulling hard on the rope.

"Coo!" said a voice next to Simon. "Just look at that old lady! Where does she think she's going to, the North Pole?"

At that moment Simon saw Grandmother dig her left foot into the snow. The sleigh tilted up, curved round in a big half circle, and with Grandmother still clinging on, shot round the bush and went clean out of sight.

"Heave ho," said Simon, and charged down the hill to the rescue. When he found Grandmother, she was sitting on the sleigh polishing her boots with a handkerchief.

"Hallo," she said calmly, "I've been waiting for you."

Simon couldn't speak for a moment because he was puffing out loud. Then he said, "I thought you'd fallen off."

"Goodness," Grandmother looked surprised. "Did you really?"

"It's funny how the back of your coat is all covered with snow," said Simon as he helped her up.

"It's very blowy stuff," said Grandmother.

The next morning, the milkman found Simon polishing the sleigh.

"Well?" he inquired. "How did you get on yesterday? Did you get to the North Pole?"

"No," said Simon, "but I think Grandmother did."

— Elizabeth Roberts

**Questions:**

- What happened to Grandmother?
- How do you know?
- What makes the sleigh go so fast?
- Do you think Simon knows she fell off?

Talk briefly about Simon and his grandmother as a family unit and their role in the neighborhood. Have pupils react to the way they both play together and relate to other people. Pupils should note the friendliness of the milkman and the gathering of people on the North Hill as indications of the nature of the neighborhood in which Simon and his grandmother live.

**relate story idea to  
unit theme**

**Experience extension:** Have pupils discuss other things that Simon and his grandmother could do together. Have them dictate a group composition about one of these things. If pupils are interested, have them write individual compositions about Simon and his grandmother.

## Activity 7

**Understanding word structure: recognizing words with ending -ed, -ing when final consonant of the root is doubled**

recognize words  
with -ed, -ing ending  
when final  
consonant is  
doubled

Have the following two groups of words on the chalkboard.

paint	laugh	jump
paints	laughs	jumps
painted	laughed	jumped
painting	laughing	jumping
stop	trim	grab
stops	trims	grabs
stopped	trimmed	grabbed
stopping	trimming	grabbing

Have pupils read each list of words, underline each ending, and identify the root word. Direct attention to the change in spelling of the root words before the endings -ed and -ing.

Have pupils recognize that doubling the final consonant does not change the pronunciation of the root word.

Have pupils study the spelling patterns of the words and form the generalization that the final consonant is often doubled before adding -ed or -ing when the root word ends in a single consonant preceded by a single vowel.

Have pupils (i) read the following sentences; (ii) circle -ing or -ed endings; (iii) underline the root words and note any changes made in them.

Jean and Jerry are swimming.  
Who is running down the street?  
The dog trotted along the walk.  
He patted the dog's nose.

### **Workbook Follow-up, page 14: Identifying root words Completing sentences**

close sentences  
identify root words  
when final  
consonant is  
doubled before -ed,  
-ing

Have pupils underline the root word and circle the ending in each word in the lists at the top of the page. Have them read the four words in the circles. Have them use the words in the sentences, adding the correct ending. Have them complete the last four sentences by choosing a word to fit each sentence using the four endings in the circles.



## Activity 8\*

### **Cartwheels, page 32: Reading a poem – “Jumping Rope”**

**read a poem**  
**compare situations**

Have pupils study the picture and read the poem silently.

Read the poem at least twice while pupils read along in their books.

Talk briefly about the poem, comparing the girl's predicament to that of Simon when he tied himself up. Pupils might consider the probable causes, noting that Simon deliberately tied himself up; why did the girl get so tangled up? Have several pupils read the poem orally.

## Activity 9

### **Rereading the composition**

**read a composition**  
**evaluate a composition**  
**build words from known words**

The nature of the activities carried out will depend on the composition your pupils wrote and their specific needs related to writing and reading activities.

Have them reread the composition silently and direct them, if necessary, in applying word-recognition skills to identify unknown words. Talk briefly about the ideas recorded.

You might also have them:

- (i) consider whether they have really expressed the key ideas they talked about
- (ii) evaluate the clarity and organization of their writing
- (iii) suggest more interesting words that might have been used
- (iv) undertake word-building exercises using words from the composition.

## Activity 10

### **Participating in a group discussion**

**participate in a group discussion**  
**record summary of ideas discussed**  
**share ideas from group discussions**

Have pupils form their discussion groups and assign one of the following topics for discussion:

You and your friends want to skate on the community rink, but the teenagers won't ever let you have a turn. What can you do?

If you were moving into a new neighborhood, what things would you like to find there?

Have one pupil act as recorder (or act as recorder yourself). When pupils have completed the discussion, have them dictate the major points to the recorder.

### **Oral reading**

After each discussion group has had an opportunity to discuss the topic, have pupils share the discussion summaries by having the recorder from

each group read the summary orally. Have pupils note the different solutions suggested by the various discussion groups.

## Activity 11

**Cartwheels, pages 33-41: Reading a story – “Who Is Little Wych?” and “Little Wych to the Rescue”**

**Interpretation skills:** (i) *Recognizing relationships: cause-effect; (ii) Making inferences.*

### Core Vocabulary

**Unit** – around move wrong show tell must

**Review** – morning heard thank you once reach lived quiet

### Application of known phonic and structural principles

wait wait may way stopped dropped  
trotted running trimmed quietest loudest

### Preparation for reading

Ask the question: “Who is Little Wych?” then have pupils read page 33 silently. Then read it to the group.

Ask: What is Little Wych’s job?  
What makes her special?

Relate the written text to the illustrations. Present the title, “Little Wych to the Rescue,” and have pupils predict what the story might be about.

### Guiding the reading

Remind pupils to study the illustrations and to use them as cues to identify unknown words. Remind them too to think about the meaning of the sentence, and to look closely at the letters in a word they don’t know. Have the entire story read silently. Observe the reading carefully and offer individual guidance as needed with word identification.

When the reading has been completed, have pupils briefly react to the story; then have them consider each page using the following questions.

page 34

At what time of year does the story take place?  
Why was Little Wych so surprised to hear the noise from the raccoons?  
What happened when Little Wych knocked on the raccoons’ door?

page 35

What upset the raccoons?  
Why don’t they want to move?

pages 36-37

Why, do you think, has the lady suddenly decided to have the tree cut down?  
Why does Little Wych think it should be saved?  
What gave Little Wych her idea?

around

move

wrong

show

tell

must

morning

heard

thank you

once

reach

lived

quiet

sang

forgot

must

should

along

change

mind

might

help

show

were

over

recognize core vocabulary

apply word recognition skills to identify words

extend vocabulary  
react to story ideas  
listen to peers  
recognize relationships:  
cause-effect  
make inferences

What does she think would save the raccoons' home?  
How do you think the people feel about the animals in the park?

pages 38-39

Why wouldn't Ringo and Rachel's tricks help?  
What did Little Wych think would happen if the dog came to the tree?  
Was she right?  
Why did Little Wych have to push Rachel and Ringo out?

pages 40-41

What was the result of Little Wych's plan?  
How does the Raccoon family feel?  
How do they show their feelings?

relate story idea to unit theme

Point out that the raccoons belonged to a family and that they too were part of a neighborhood. Talk about the relationships within the family unit – timid Ringo, exuberant Rachel, and the mother who provides for them and protects them. Consider the family within the neighborhood – the park is their area and they share it with a variety of neighbors.

Recall with pupils that when a conversation is read out loud, the reader should think how each speaker is feeling and try to speak the way that person would.

### Oral reading

Choose one or two of the conversations in the story. Have pupils prepare them and read them orally.

**Experience extension:** Have pupils make paper-bag puppets of Little Wych and some of the creatures in Wychwood Park. Have pupils create new adventures for the creatures and Little Wych.

## Activity 12

### Understanding word structure – recognizing words with suffix -ly

**Note:** Use the terms “root word” and “suffix” when talking to pupils.

Write the following pairs of sentences on the chalkboard.

The snow is soft.  
The snow is falling softly.

The moving van is slow.  
The van moves slowly.

Karen was sad.  
She looked sadly at her old house.

Have the first pair of sentences read.

Ask: What is the root word of softly?  
What suffix was added to soft to make softly? (Have the -ly circled.)  
What does softly mean?

Write: Softly means in a soft way.  
Repeat this procedure with each pair of sentences.

around

move

wrong

show

tell

must

morning

heard

thank you

once

reach

lived

quiet

sang

forgot

must

should

along

change

mind

might

help

show

were

over

reading direct narration orally

recognize words with suffix -ly

Write the following words on the chalkboard.

nicely quietly gladly brightly

For each word, have pupils (i) circle the suffix; (ii) pronounce the word; (iii) define the word.

Have the following sentences read and follow the procedure above.

Walk quickly and quietly to the door.

She is very friendly.

Don't talk so loudly.

### **Workbook Follow-up, page 15: Read a story**

**Identify words with suffix -ly**

**Recognize roots**

Have pupils read the sentences at the top of the page and complete the statements about the underlined words. Have them read the paragraph and find the words ending in -ly, then record the root words.

## **Activity 13**

### **“Sylvester and Little Wych”: Listening to a story**

**Recognizing relationships: cause-effect**

**Inferring**

Recall with pupils the community of Wychwood Park and Little Wych's part in helping the raccoon family. Tell them that you are going to read another story about Little Wych in which she helps someone else in the community. Tell them to listen and find out who was in difficulty and what caused his problem.

Read “Sylvester and Little Wych.” Use the questions at the end of each section to focus attention on cause-effect relationships and to have the pupils make inferences.

#### **SYLVESTER AND LITTLE WYCH**

Sylvester was a little screech owl. His home was in an old oak tree, high above the pond where Little Wych of Wychwood lived. Day after day he sat in his round doorway, blinking his eyes, because the sun hurt them, and at night he would flit silently, like a little grey shadow through the branches.

Little Wych loved to hear his soft who-who-ing in the night when she couldn't sleep. She liked to know that someone else was awake too. It was not so lonely, somehow. But one very bright moonlit night she was wider awake than usual, and she listened – really listened – to Sylvester's soft cries. They did not sound happy. Indeed they sounded sad and frightened.

“Dear me, this will never do,” said Little Wych to herself, and she jumped out of bed, put on her cloak and flew to Sylvester's oak tree. And she was very careful not to break the beautiful cobwebs the spiders were spinning across the path, for it was a whole night's work to build them.

“Who-oo, who-oo?” whispered Sylvester in a frightened voice, as Little Wych landed on a branch beside him. He was trembling in every feather.

“It's only me,” said Little Wych very gently. “What is the matter, Sylvester? Why are you so sad?”



Sylvester hung his head and shut his eyes. "I – I'm afraid of the dark," he said at last. "And it's no use telling me to be brave and act like an owl. My family have left me and gone to live in Cedarvale, they are so ashamed. But I don't seem able to help it, somehow. The dark is so mysterious – spooky, you know. I just feel safer in my hole."

"Well!" said Little Wych, "That's nothing to worry about. Just sleep at night, and fly around by day as the robins do."

"I can't," sighed Sylvester, more sadly than ever. "My eyes aren't made for daylight. The sun hurts them, and I can't see where I'm going."

"Oh," said Little Wych, "that's different." And she sat and thought for a long time, while small night voices rustled around her, and Sylvester crooned his sad little song.

### Questions:

Who is in difficulty?

What is causing Sylvester's problem?

How did Little Wych know Sylvester was in trouble?

Why won't Little Wych's plan work?

"I know!" Little Wych cried at last – so suddenly that Sylvester nearly fell off his branch. He had to grip it tightly with his claws and spread his wings to keep his balance.

"I'm sorry," she said, "I didn't mean to frighten you. My goodness, you ARE timid. But cheer up, I can give you something to keep your eyes from hurting in the sunlight. Just go to sleep now, and I'll be back before the sun is up." And off she flew to her home behind the waterfall.

Someone had dropped a pair of sunglasses on the bank, and Little Wych had been using them in her doorway for windows to keep out the rain. She polished the glasses and coaxed a friendly spider to spin her a cobweb of double thickness which she tied to the ear-pieces, and she flew back to Sylvester just as the sun was beginning to rise.

"Here, Sylvester, I've brought you a present," said Little Wych. "Put them on, and you'll be able to see by day as well as by night."

"Who-oo, me-ee?" asked Sylvester.

"Yes, you, – try them," she said, and she put the glasses on his beak and fastened the cobwebs around Sylvester's tufty ears.

Just then the sun rose and filled the park with sparkling light.

"Oh," cried Sylvester, "Look at the moon – I didn't think it would be full for another week."

"That's the sun, Sylvester, and it's daylight. Do your eyes hurt?"

"Not a bit," cooed Sylvester. "Who-oo'd think the day could be so dark?" And off he flew to see the world through his new sunglasses.

Sylvester could see so well that he spied thistledown seed and buttercups full of dew, and took them to Little Wych to thank her. She was delighted, for she had been too busy to find herself any breakfast.

When at last the sun went down, Sylvester took off his glasses and looked around the park.

"Why, it looks the same by night as it does by day with dark glasses on," he cried. "How silly of me to think that it was any different. It's cooler too, and just the time for flying. Who-oo, who-oo, who-oo'd like their glasses back?" he hooted, and he swooped down to drop them on Little Wych's doorstep.

"Oh, Sylvester, you're flying in the dark; how clever of you!" said Little Wych, and Sylvester swooped and soared, and sang a new song:

"Who-oo's afraid of the woods at night,

Who-oo wants to fly in the sunny day?

There's nothing here to give me a fright,

When the moon and stars come out to play.

Hoo-oo, hoo-oo, hoo-oo, hooray!"  
So Little Wych put her windows in again, and went back to sleep,  
listening to Sylvester hooting happily through the woods.

— Eleanor Woodside

### Questions:

- What frightened Sylvester?
- Why does Sylvester mistake the sun for the moon?
- Why did Sylvester return the sunglasses?
- What was the result of Little Wych's plan?
- Do you think Little Wych takes good care of her neighborhood?

**Experience extension:** Have pupils write one of the Little Wych selections in the form of a play. Have them read and dramatize the play.

## Activity 14

**Cartwheels, pages 42-44: Reading a personal report – “No Mittens”**

**Interpretation skills:** (i) *Recognizing relationships: cause-effect;* (ii) *Making inferences*

### Core Vocabulary

**Unit – help**

**Review –** after keep home ground because

### Application of known phonic principles

here white home make slide side nose hide  
ice fast packed hands pick thick flag wish

### Preparation for reading

Have the title located on the Contents page, and then have pupils study the pictures on pages 42-44. Through discussion, lead them to note the contrasting moods of “my brother and I” and the other children. Have them infer who has no mittens.

### Guiding the reading

Read and discuss the first three lines. Talk about the beauty described in the first two lines and contrast it with the hard statement in the third line.

Have pupils complete the reading silently. Tell them that the pictures will help them to identify words that tell what the children do.

Ask: Why won't the brother and sister ever play with the other children?

Why do they keep their hands in their pockets?

What are the things that the other children want them to do?

How do the brother and sister feel when they have to say, “Not today”?

How do you think the other children feel about the brother and sister?

Why do you think they have no mittens? (Pupils should think of several reasons.)

Do you think the brother and sister really feel they are a part of the neighborhood group?

How do they feel towards each other?

help

after

keep

home

ground

because

here

around

move

wrong

show

tell

must

have

know

## Activity 15

### Writing individual compositions

write individual composition

relate personal experiences

share individual compositions

Give each pupil a large sheet of newsprint. Have them fold it in half to mark two work areas, then open it. In one section have them write, I belong to a family; in the other, I belong to a neighborhood. Have them add information about their own families and their own neighborhoods, then illustrate each.

Organize the group in pairs to show their compositions.

## Activity 16

### Using capital letters, periods, question marks

**Note:** *Most pupils will understand the use of these writing conventions as a result of their observations of your writing of the group compositions. However, in their own writing children frequently become so involved with their ideas that they forget to take adequate care to observe the conventions of written form.*

follow conventions of written form: periods, question marks, capital letters

Direct pupils in a study of several recent group compositions. Have them note the use of capital letters to begin sentences and for the names of people and places. Direct their attention to the use of periods and question marks. (If your compositions have not included questions, reword some of the sentences as questions and write them on the chalkboard. Have pupils direct you in the punctuation required.)

Have each pupil proofread several recent individual compositions checking their own use of periods, capital letters, and question marks. Suggest that they make corrections with a colored pencil; so that they can evaluate their own accuracy and recognize areas needing improvement.

Continue to have pupils proofread their work for these features on a regular basis until they achieve the desired level of accuracy.

## Activity 17

**Workbook, pages 16-17: Recognizing core vocabulary –**  
around wrong move moving  
sing sang must forget

recognize core vocabulary

apply word recognition skills to identify words

Have the sentences below on the chalkboard before the lesson. Have pupils read the sentences silently and identify the underlined words. Then have the sentences read aloud.

The man said, "Move your chairs around this circle. No, Bobby! You're moving the wrong way."

We must sing that song we sang for the show. We don't want to forget it.

Have pupils read the story on pages 16-17 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural cues.

Study the selection in sections. Have each underlined word identified and the selection read aloud. Name other words from the core vocabulary and have them underlined. Question pupils briefly about the story content.

**Workbook Follow-up, pages 16-17: Rereading a story**  
**Underlining sentences**

Have pupils work in pairs and reread the story to each other. Then have them independently complete the exercise on page 17 by underlining each sentence that could be true according to the story.

**Checking achievement**

Do pupils

- express ideas clearly and precisely?
- speak without repeating ideas?
- take turns in a discussion situation?
- listen to what their peers say and react to it?
- show an interest in the ideas of other people?
- select interesting ideas for written compositions?
- dictate compositions that are clear and well organized?
- react critically to their completed compositions?
- recognize the unit core vocabulary?
- apply word-recognition skills independently?
- make inferences as they read or listen?
- recognize cause-effect relationships?
- identify root words when the endings -ly, -ed, -ing have been added?



# Spelling

## Unit Words

old	would	oh	ball
told	could	as	but
gold	should	has	got
cold		from	have
hold		off	
		said	

## Spelling Activity 1

old  
told  
gold  
bold  
sold

cold ←  
hold  
fold ←

1. Follow the pretest procedure with the words at the left.
2. Focus attention on the common elements in all the list words. Dictate the words at the left.
3. Follow the word study procedure (WSP) with words spelled incorrectly in the pretest.

### Workbook Follow-up: page S5

Read the directions with pupils. When they have completed all the sentences, have them (i) check the spelling of the words they have written and (ii) read the story to check the meaning of the words they chose.

Check the page. Note errors for reteaching.

## Spelling Activity 2

### Review

but  
cake  
came  
can  
car  
cat  
clown  
come  
cow  
dad

- ← Repeat the review procedure (Activity 2, Unit 44) using the words at the left (the third group of Level 4 words listed on page S30 of the pupil *Workbook*.)

## Spelling Activity 3

oh  
as  
has  
from  
off  
said

1. Follow the pretest procedures with the words at the left.
2. Include in the pretest the fourth group of words from page S30 of the pupil *Workbook*.

## Spelling Activity 4

1. Follow the WSP with any words misspelled on the pretest of Activity 3.
2. Dictate the following sentences.  
He has a gold hat.  
I'm as old as you.  
Take it from him.

### Workbook Follow-up: page S6

Discuss the directions with pupils. Remind them of the importance of proofreading.

## Spelling Activity 5

### Review

day  
dear  
did  
dish  
dog

door  
down  
eat  
farm  
farmer

← Repeat the review procedure with the words listed at the left (the fourth group of Level 4 words from page S30 of the pupil *Workbook*).

## Spelling Activity 6

would  
could  
should

ball  
but  
got  
have

- ←
1. Follow the established, pretest procedure with the words at the left.
  2. Follow the WSP with words misspelled and especially with would, could, should.

### Workbook Follow-up: page S7

Study the directions with pupils.

Have pupils proofread their work to check the spelling of list words and to check punctuation and the use of capitals. Suggest that if they're not sure a word (not in the spelling list) is spelled correctly, they put a circle around it.

Have pupils read the sentences they wrote. Check their spelling. Help pupils with words they circled.

## Spelling Activity 7

1. Review the spelling of would, could, should.
2. Dictate the following sentences.  
I could do it.  
You should go to school.
3. Follow the WSP with words spelled incorrectly in the pretest of Activity 6.

### **Workbook Activity: page S8**

Review the list words with pupils.

Make sure that they are familiar with the pattern of the directions and have them complete the page independently or use the page as a teacher-directed activity.

Check the page with pupils. Have individual pupils spell orally the words they wrote.

## **Spelling Activity 8**

### **Assessment**

oh	gold
ball	could
would	as
old	hold
but	have
got	cold
has	said
from	off
should	told

← Follow the established procedure.

# Unit 46

## Theme: Things change

LISTENING	SPEAKING	READING	WRITING
<p>←</p> <p>Recognizing words with /ô/</p>	<p>←</p> <p>Saying words with /ô/</p>	<p><b>Activity 1</b></p> <p>Associating sound and symbol: /ô/, a followed by l, u, w</p> <p>Workbook Follow-up, p. 18: Identifying sound represented by a followed by l, u, w</p>	<p>→</p> <p>Completing sentences</p>
<p>←</p> <p>Listening to ideas of peers</p>	<p>←</p> <p>Discussing the essay</p>	<p><b>Activity 2</b></p> <p>Cartwheels, pp. 45-48: Reading a picture essay</p>	
<p>←</p> <p>Recognizing words with /y/, /î/, /ē/</p>	<p>←</p> <p>Saying word with /y/, /î/, /ē/</p>	<p><b>Activity 3</b></p> <p>Associating sound and symbol: /y/, /î/, /ē/, y</p> <p>Workbook Follow-up, p. 19: Assessment – Identifying sounds represented by y</p>	<p>→</p> <p>Completing sentences</p>
<p>←</p> <p>Listening to peers,</p>	<p><b>Activity 4</b></p> <p>Cartwheels, pp. 49-51: Developing the unit theme</p>		
		<p>←</p> <p>Reading the composition</p>	<p><b>Activity 5</b></p> <p>Dictating a composition</p>
		<p><b>Activity 6</b></p> <p>Workbook, p. 20: Reading a story Recognizing core vocabulary</p> <p>Workbook Follow-up, p. 20: Rereading a story</p>	<p>→</p> <p>Writing answers to questions</p>
<p><b>Activity 7*</b></p> <p>Listening to a poem</p>	<p>→</p> <p>Discussing a poem</p>		
		<p><b>Activity 8</b></p> <p>Workbook page 21: Using context cues (familiar situation) to predict words Reading sentences</p>	<p>→</p> <p>Workbook Follow-up, p. 21: closing sentences</p>
		<p><b>Activity 9</b></p> <p>Understanding sentence meaning: connectives <u>and</u>, <u>because</u>, <u>but</u></p>	
<p><b>Activity 10</b></p> <p>Following directions</p>			<p>→</p> <p>Workbook Follow-up, p. 22: Writing sentences</p>



		<b>Activity 11</b> Understanding word structure: -ly when root ends in y	
Listening to peers' compositions ←			<b>Activity 12</b> <i>Workbook</i> , p. 23: Writing individual compositions
Listening to peers ←	<b>Activity 13</b> Participating in a group discussion ←		
	Discussing a story ←	<b>Activity 14</b> <i>Cartwheels</i> , pp. 52-55: Reading a story <b>Activity 15</b> <i>Workbook</i> , p. 24: Reading a story Recognizing core vocabulary →	
<b>Activity 16</b> Listening to a story →	Taking part in a story →	<i>Workbook Follow-up</i> , p. 24: Rereading a story →	Writing answers to questions
Recognizing words with consonant combinations ←	Saying words with consonant combinations ←	<b>Activity 17</b> Associating sound and symbol: consonant combinations <i>Workbook Follow-up</i> , p. 25: Assessment – consonant combinations If needed, additional phonics lessons for review and maintenance are in the Appendix →	Completing words Spelling Activities are detailed at end of unit

*Is there a writing centre in your room?*

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read Book 42.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 45-47.
3. Be sure you have a collection of hand-puppets available. In groups of two or three, encourage pupils to find a quiet area and dramatize scenes from stories they have read or let them create their own dramatic situations. Note that these are opportunities for language play and should not be a "performance" for an audience.
4. Have pupils continue adding words or phrases to the "Interesting Word" chart begun in Unit 45.
5. Have pupils write in play form an exciting episode from a book.
6. Have pupils collect or draw pictures of things that need electricity to operate. Have them illustrate what would be used if those machines weren't available or if there were no electricity to operate them.

7. Have pupils fold a large piece of paper in thirds. In the first section have them draw a picture of themselves as a baby, in the middle one, a picture of them now, and in the last section – how they will look in twenty or more years. Have them write the year above each section.
8. Pupils can make a time line for their lives out of a strip of paper about 10 cm wide, measuring 12 cm a year. (It will be about 84 or more centimetres long, so they'll have to roll it up). After measuring and marking off the years (starting with the year they were born), they can write in something that happened to them, and/or their families.
9. Have pupils make up a list of questions to ask the oldest person they know what life was like when they were seven. Pupils can write or tell or tape their report and share it with the class.
10. Pupils can write a paragraph beginning, "If I could change one thing about me, I would change . . ."
11. A bulletin board can be labeled "Museum" and pupils can draw, or cut out and write about, some objects from the past. Some may like to make models of "olden-day" objects and write about them.
12. Have pupils grow lima beans in a jar, between the glass and moist blotting paper. Have them record by drawing, writing, and measuring the changes that occur.

## BOOKS TO READ

1. *Dream-Tree*, Stephen Cosgrove (Serendipity Press)  
Patti Caterpillar wonders what it would be like to be a butterfly. Her mother assures her that one day she will know – and one day she does.
2. *Tim Tadpole and the Great Bullfrog*, Marjorie Flash (Doubleday)  
Tim is sad because he cannot sing or jump, but before he knows it he turns into Tim Frog.
3. *V.I.P. – Very Important Plant*, Ted Greenwood (Puffin Books)  
Life story of a tree.
4. *Gumdrop – The Adventures of a Vintage Car*, Val Biro (Pan Books)  
The adventures of an Austin Clifton twelve-four made in 1926 that eventually wins first prize in a Vintage Car Rally. The story is supplemented with technical information and drawings of old cars.
5. *How a Seed Grows*, Helen J. Jordan (Crowell)  
An easy-to-read science book.
6. *The Little Chestnut Tree Story*, Lisl Weil (Scholastic)  
Story of a chestnut tree from the time it sprouts to the time it becomes the centre of a big city, is cut down, and its seed planted again.
7. *Clifford the Small Red Puppy*, Norman Bridwell (Scholastic)  
Emily's small red puppy grows rather quickly until he is larger than the house.
8. *Buried History*, MacDonald Starters Long Ago Series (MacDonald)  
Simple information about changes in mankind's life.
9. *The Potter's Kitchen*, Rachel Isadora (Greenwillow)  
The Potters move from the country and the children are saddest at leaving their sunny kitchen. They soon discover new joys in their new apartment.
10. *When Grandma and Grandpa Were Kids*, World Community Stories, N. Sutherland (Gage)  
A series of ten booklets with photographs and information of the early twentieth century.

# Activity 1

**Associating sound and symbol: /ô/ a followed by l, u, or w**

associate sound  
and symbol /ā/, /a/,  
■

associate sound  
and symbol /ô/, a

apply phonic  
knowledge to read  
words /ô/, ■

Before the lesson have the following groups of sentences on the chalkboard to review sounds represented by the letter a.

A black cat ran along the path.

She came to the same place.

A star seems to be very far from here.

Read each of the sentences below and have pupils note the sound represented by the letter a in the underlined words.

A hawk flew down to the lawn.

The cat opened its jaws and yawned.

It's your fault I caught my finger in the door.

Paul will be seven in the autumn.

Put some salt on all the food.

Always throw the ball to me.

Have pupils generalize that the letter a usually stands for /ô/ when it is followed by the letters w, u, or l. Use words such as laughed, pal, salmon to illustrate exceptions.

**Workbook Follow-up, page 18: Completing sentences**

close sentences

Have pupils read the words in the list and then write the appropriate words on the lines.

When the exercise is completed, have them underline each combination of the letter a with the letters l, u, or w in the words at the top of the page.

# Activity 2

**Cartwheels, pages 45-48: Reading a picture essay – “Fingers Before Forks”**

**Interpretation skills:** *The focus in this unit is on (i) Noting details and (ii) and (iii) Recognizing relationships: sequence and time.*

- (i) *Noting details: Readers should note details as they read and be able to recall and use those details following the reading. Pupils should become aware that it is particularly important when reading informational material to note details accurately.*
- (ii) *Recognizing relationships: sequence. In some selections it is important for the reader to note the order in which events take place. Teachers should try to develop this skill using selections in which the sequence was an important factor in determining the outcome of the story. Do not have the pupils memorize the sequence in situations where it does not influence the story outcome. (For example, the sequence of Marty's misdemeanors in “Marty Helps” is unimportant. They would have had the same effect in any order. On the other hand, in “What Do You Do With a Rope?” each event leads into the*

next; so order is important.)

- (iii) *Recognizing relationships: time.* Although children at this level do not have a well developed sense of time, they should be beginning to note when story events took place, and be aware of passage of time within a selection. Although historic time is very difficult for them, they should distinguish between what happened "a long time ago" and what is happening "now."

### Core Vocabulary

Unit – before spoon began still

Review – people long made thought their ate might

### Application of known phonic and structural principles

dishes shell shaped shared chop chunks chairs  
children  
meat leaves spear eat roots spoon food  
scooping cook wood good stood  
ripped getting cutting

### Preparation for reading

Locate the title on the Contents page and discuss its meaning. Turn to page 45 and have pupils react to the illustrations, using them to refine their understanding of the title meaning.

Comment on the form of the essay, telling pupils that they should study both the illustrations and the written text to find the important ideas of the essay.

### Guiding the reading

Have pupils read the whole essay silently. Allow time for them to study the illustrations, noting the details. Following the silent reading, discuss with them each illustration and its accompanying text.

Use questions such as the following.

page 45

The essay begins, "A long, long time ago." How can you tell that this happened a long time ago?

How did people pick up their food at first?

What did the people eat?

page 46

What was the second thing they made for picking up their food?

What were the spoons made from?

What was the next tool they had for eating?

What was it used for? What were the knives made from?

page 47

Where did the people eat?

How did eating change when people started to live in houses?

How was it different from today?

page 48

What was the next tool that people learned to use for eating?

What was the fork used for first?

before

spoon

began

still

people

long

made

thought

their

ate

might

around

move

show

tell

once

reach

lived

must

should

along

change

show

were

recognize core vocabulary

apply word recognition skills to identify words

use Contents page

interpret illustrations in relation to text

note detail

recognize relationships: time; sequence

extend vocabulary



When do we use fingers instead of forks today?

relate story idea to  
unit theme

Have pupils recount in sequence the changes in eating habits described in the essay. Encourage them to suggest other things that have changed, mentioning particular dishes, appliances, and so on, that are used in their homes. Pupils might note, for example, that at first people drank from their hands – now they choose from cups, mugs, glasses, and so on.

**Experience extension:** Some pupils may have visited a “pioneer village” or museum in their communities. If so, have them draw and prepare to explain some procedure or tool that was used in the past. Use a period to have pupils share their knowledge.

## Activity 3

### Associating sound and symbol /y/, /ī/, /ē/, y

associate sound  
and symbol /y/, /ī/,  
/ē/, y

Have the following words and sentences on the chalkboard before the lesson.

you	funny	my
yes	ready	sly
yarn	penny	why

Have pupils underline the letter y in the words in each column and note the sound it represents.

The tiny yellow bird can fly.  
Why did you spend the Penny?  
The young baby was shy.  
Yesterday she was happy to try.

Have pupils underline in the sentences each word that contains the letter y, and tell you in which column to write it.

Develop generalizations:

- (i) if y is the first letter in a word it is a consonant and usually stands for /y/ as heard at the beginning of you
- (ii) if y is at the end of a word it is a vowel and usually stands for /ī/ or /ē/.

### Workbook Follow-up, page 19: Assessment— Identifying sound represented by y Completing sentences

associate sound  
and symbol /y/, /ī/,  
/ē/, y

Have pupils read the words in the list and note the sound represented by the letter y, then write each word beside the key word in which y stands for the same sound. Have them choose from the list appropriate words to complete each sentence at the bottom of the page.

# Activity 4

## **Cartwheels, pages 49-51: Developing the unit theme “Things change”**

interpret pictures  
extend vocabulary  
interact with peers  
to develop ideas  
participate in a  
discussion  
speak clearly and  
fluently

Recall the title of the essay, “Fingers Before Forks.” Briefly review the changes that took place as people changed their eating habits and moved from fingers to forks.

Point out that many other things have changed too. Using the pairs of illustrations on pages 49-51, talk about the actual changes that have taken place and the effects these changes have had on people. For example, pupils should note that in modern times, the snowmobile frequently replaces the dog-team as a method of transportation in northern areas – but they should also note effects in terms of speed, convenience, expense, and so on.

Be sure pupils realize too that in each case the change-over has not meant the complete elimination of old methods – fingers are still used for eating, dogs for transportation, horses for work, hand-pumps for getting water, and candles and coal-oil lamps for light. Have pupils suggest other areas in which change has taken place.

**Note:** *Many teachers will want to proceed immediately to Activity 5.*

# Activity 5

## **Dictating a composition**

dictate a  
composition related  
to unit theme  
compare situations  
organize ideas for  
writing

Point out that things have changed for the children in your group, even since they started school. Recall briefly their year in kindergarten and compare it with their present situations.

Develop a short composition that contrasts kindergarten and current experiences. (In keeping with the theme, focus on changes in equipment, activities, and so on, rather than maturational changes in the children themselves.) You might use a pattern such as:

When we were in kindergarten, we \_\_\_\_\_.  
Now we \_\_\_\_\_.

**Experience extension:** Have pupils develop a collage illustrating other “\_\_\_\_\_” before “\_\_\_\_\_.”

# Activity 6

**Workbook, page 20: Recognizing core vocabulary –**  
**before    might    spoon    began    still**

**Note:** Pupils should recognize most of these words readily from past experience and from phonic cues.

recognize core  
vocabulary

On the chalkboard write:

night	soon	will
right	noon	spill
sight	spoon	still
might	loon	skill
light	moon	fill

Have the lists of words read. Then name words from each list and have them circled.

apply word  
recognition skills to  
identify words

Have the following sentences read silently and the underlined words identified.

I might be ready before you are.  
He took the spoon and began to eat.  
I still might go with you.

Have pupils read the story on *Workbook*, page 20. Have them identify the underlined words. Direct, as needed, the application of word perception skills to identify the unfamiliar words. Name other words from the core vocabulary and have them circled.

**Workbook Follow-up, page 20: Rereading a story**  
**Answering questions**

answer questions

Have pupils reread the story, choose a title, and write answers to the questions in their notebooks. Have them illustrate each part of the story.

# Activity 7\*

**Listening to a poem**

recall details from a  
discussion

speak fluently

interact with peers

Recall the discussion of Activity 4. Remind pupils of the two pictures with the caption "horses before tractors." Have them note that horses were also used for transportation before cars and trucks. Have them name different ways in which horses provided transportation. (From TV, if not from real experience, they should be familiar with riding horses, horse-and-buggy, horses and covered wagons, and so on).

Tell them that horses and wagons were used in the towns and cities to deliver things before there were delivery trucks. Tell pupils to listen as you read the poem "The Milkman's Horse."

relate ideas in poem  
to unit theme  
  
note detail  
  
recognize  
relationships – time;  
cause-effect

### THE MILKMAN'S HORSE

On summer mornings when it's hot,  
The milkman's horse can't even trot;  
But pokes along like this –  
Klip-klop, Klip-klop, Klip-klop.

But in the winter brisk,  
He perks right up and wants to frisk;  
And then he goes like this –  
Klippty-klip, Klippty-klip, Klippty-klip.

**Questions:**

- What has changed since this poem was written?
- Why do you suppose this has happened?
- What change does the author tell about in the poem?

Have pupils listen to the poem again and then, as you reread it join in on the last line of each stanza.

Tell pupils to listen as you read another poem about the milkman and see how things have changed from the way they were in "The Milkman's Horse." Read "Milk In Winter."

### MILK IN WINTER

In the early, shivery dark  
Of wintertime I wake  
And hear the klinkey-klank  
That our milk bottles make.

The empty bottles clatter,  
Boots on the snow peep-peep,  
The milkman's truck goes rumbling off,  
And I go back to sleep.

When I get up for breakfast  
The morning dark is gone,  
But there's the milk outside the door  
With tall ice-cream hats on!

– Rhoda W. Bacmeister

Have pupils identify the progress from the horse-drawn vehicle to the truck, but recognize that even the delivery trucks have now almost disappeared. They should note too that the clattering milk bottles are no longer used.

**Questions:**

- Why does the child always hear the milkman?
- If milk was delivered today, would it wake you up?
- Why does the milk have an "ice-cream hat?"

Reread the poem.



## Activity 8

### Workbook, page 21: Using context to predict an unknown word – familiar situation as a clue to word

use “familiar situation” as a contextual cue

This lesson focuses attention on words that can be predicted because they are related to familiar situations. Tell pupils that each paragraph on page 21 tells about something that they know of – but that some words are left out. Have them read each paragraph and decide what the missing words are.

Consider each paragraph with them. Have them note all the cues provided. Point out that they could predict the word in most cases because they knew about the situation. For example, they know that thunder and lightning go along with storms. Accept reasonable answers but provide phonic cues to help them choose among alternatives. Remind pupils that some of the best cues come at the end of the paragraphs.

### Workbook Follow-up, page 21: Closing sentences

Following the exercise, have pupils reread the paragraphs and write the words on the lines, choosing from the list at the bottom of the page.

## Activity 9

### Understanding sentence meaning; connectives and because but

**Note:** *With some groups of children teachers may prefer to do each part of this activity in a separate time period.*

understand the meaning of connectives: and, but, because

Have the following phrases and sentences on the chalkboard before the lesson.

1. boys and girls run and jump  
table and chair  
cake and cookies  
The dog ran down the street and barked at the man.  
The children went to school and did their work.

Have pupils study the examples and note the use of and to join ideas that seem to belong together.

Point out that and can sometimes be used to join the ideas in two short sentences. Have pupils combine each of the following pairs. If pupils merely put and between the two sentences, ask if there is a shorter way in which to say the same thing. (I like cake and cookies. I can skip and hop.) Discuss which form “sounds better.”

I like cake.

I can skip.

I like cookies.

I can hop.

Jack is going.

Red flowers are pretty.

Bob is going.

Blue flowers are pretty.

2. The baby is crying because he is sleepy.  
The bear is growling because it is hungry.  
The street is wet because it is raining.  
The cat ran away because it saw the dog.  
Martha ran because she was late.

Have pupils study the examples and note that each sentence tells two things. Guide them to recognize that because begins the part of the sentence that tells why the other part happened.

Have pupils supply endings for each of the following sentences.

- I am hungry because \_\_\_\_\_.  
I ate the candy because \_\_\_\_\_.  
I was very quiet because \_\_\_\_\_.  
I was glad because \_\_\_\_\_.

3. Repeat the procedure using but, guiding pupils to recognize that but joins two ideas that are different, or that but shows two sides of something.

- Judy likes candy but it is not good for her.  
She likes to play ball but she doesn't like to play hockey.  
Tim can read but he can't write.  
A dog is a pet but a lion is not.  
I like cake but \_\_\_\_\_.  
The dog is big but \_\_\_\_\_.  
It is dark at night but \_\_\_\_\_.  
The lion growled but \_\_\_\_\_.

### Workbook Follow-up, page 22: Completing sentences

Have pupils read the sentence beginnings and write endings that are appropriate to the connective. When the exercise is completed, have pupils share their answers and show how each ending fits the meaning of the connective.

## Activity 10

### Listening to directions

#### Noting detail and sequence

Talk with pupils about the importance of listening carefully to directions. Stress that:

- (i) directions should not usually be repeated
- (ii) listeners should listen for all the details in directions
- (iii) listeners should listen for the order in which they are to do things.

Give each pupil a piece of paper. Instruct them to listen as you give directions. Tell them you will give several instructions at once and they must listen to them all before beginning, then follow them in the order in which they are given.

Give the directions for each number below once only. Wait for pupils to complete before giving the next number.

write sentences  
using and, but,  
because

listen to directions

note details in  
directions

note sequence in  
directions

- (i) Draw a big tree in the middle of the page and put two apples on it. Then put three apples under it.
- (ii) Make a wagon beside the three apples and draw a basket in the wagon.
- (iii) Put a line under the wagon and an X on the basket. Draw a line from the X to the apples.
- (iv) Draw an apple in each corner of the page and draw a blue line to join them.
- (v) Turn the paper over and draw four crosses. Underline one and circle the others.
- (vi) Make three circles. Put eyes on two of them and ears on the other.
- (vii) Make three funny hats and color one of them.

## Activity 11

### Understanding word structure: recognizing words with suffix -ly when root word ends in y

recognize words  
with suffix -ly

recognize words  
with suffix -ly when  
root ends in y

Write the following sentences on the chalkboard.

Walk slowly.

Call loudly.

Play quietly.

For each underlined word, have the suffix circled and the word pronounced. Have each word defined. (Slowly means in a slow way.)

Write the following pairs of sentences.

The pretty bird sang.

The bird sang prettily.

The children were happy.

The children played happily.

She was very sleepy.

She nodded her head sleepily.

Read each pair of sentences. Have pupils circle the suffix in each of the underlined words.

Have pupils compare the root word in the first sentence of each pair with the root word that remains when the suffix is circled. Have them formulate the generalization that when a root word ends in the letter y, the letter y is changed to the letter i before the suffix -ly is added.

Have the root word of each of the following identified and written under the word.

easily

heavily

merrily

smoothly

Have the suffix -ly added to each of the following words.

angry

lazy

tidy

# Activity 12

## Workbook, page 23: Writing individual compositions

write phrases using  
before

write a composition

Have pupils study the pair of pictures in each of the first four boxes and complete the phrase. Then have them note the picture in each of the last three boxes and (i) draw the accompanying picture and (ii) complete the phrase. Talk briefly with the group about the ideas presented on page 23.

Have each pupil choose one of the pairs of pictures and write a short composition about them. Do not make your directions too limiting. Some pupils will prefer to write about the old, some about the new, while others may develop the comparison between the two.

# Activity 13

## Participating in a group discussion

participate in a  
group discussion

summarize ideas  
discussed

Have pupils form their discussion groups. Assign the following topic for discussion.

Pretend that there is no electricity in the school. What things would not work without electricity?

What would you use in place of each thing that needs electricity to work?

Have one pupil act as recorder. At the end of the discussion period, have pupils dictate a list of things they talked about.

In another lesson period, have the different discussion groups report on the ideas they discussed about this topic.

**Note:** You may wish to spend some time in an oral language activity having pupils indicate what they do well in the group discussions and what they think they need to improve.

# Activity 14

## Cartwheels, pages 52-55: Reading a story – “The Little Steam Engine”

### Interpretation skills:

(i) Noting details; (ii) and (iii) Recognizing relationships: sequence; time.

### Core Vocabulary

recognize core  
vocabulary

**Unit** – train pull began until before hill knew

**Review** – left over once move moving off



apply word  
recognition skills to  
identify words

**Application of known phonic and structural principles**

steam heavy ready can't wasn't I'm  
I'll I've rubbed tugged scrubbed getting

**Preparation for reading**

Have pupils locate the story on page 52 and study the title and illustrations. Recall with them the unit theme "Things change."

Ask: How can you tell that this was a long time ago?  
What kind of engine would be pulling the train if it was happening now?

**Guiding the reading**

Have pupils read the entire story silently. Guide a discussion with questions such as the following.

Why was the little engine in trouble?  
What did she do first?  
What did she decide when she couldn't move the train herself?  
Who did she ask for help first? What happened?  
Next? What happened?  
Next? What happened?  
  
How did the two little engines feel when the train started to move?  
How did they feel when they reached the top of the hill?  
Have pupils read the engine's chorus to show this.  
What do you think of the excuses the big engines made?  
Do you think a modern diesel engine would have the same problem as the little steam engine?

**Oral reading**

Pupils will enjoy preparing this story for oral reading. Remind them of the demands made on a reader by conversation in a story. Have each pupil prepare a section of the story and then have the whole story read.

Perhaps the choruses – "I think we can," and "I — knew — we — could —" might be read in unison.

**Activity 15**

**Workbook, page 24: Recognizing core vocabulary –**

train pull began until  
before hill knew

Have the selection below on the chalkboard before the lesson. Have pupils read the sentences silently and identify the underlined words. Then have the sentences read aloud.

The train began to slow down before it got to the hill.  
The two engines had to pull and pull until they reached the top of the hill.  
The little engine knew they could pull the train up the hill.

Have pupils read the story on page 24 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural clues.

train  
pull  
began  
until  
before  
bill  
knew  
  
left  
over  
once  
move  
moving  
off  
think  
could

note detail  
recognize  
relationships: time;  
sequence  
interpret  
illustrations  
interact with peers  
relate story idea to  
unit theme

read a conversation  
orally

recognize core  
vocabulary  
apply word  
recognition skills to  
identify words

Study the selection in sections. Have each underlined word identified and the selection read aloud. Name other words from the core vocabulary and have them underlined.

Question pupils briefly about the story content.

### **Workbook Follow-up, page 24: Rereading a story Answering questions**

Have pupils reread the story independently, and write answers to the questions in their notebooks.

## **Activity 16**

**“The Man Who Never Snoozed”:** Listening to a story  
Noting detail  
Recognizing relationships –  
sequence  
Enjoying a listening game

Tell pupils that you are going to read a story that is different because they have to tell part of it. They have to make the noises that go with the story. Tell them that in the story a bird goes “Tweet tweet! Tweet tweet!” A dog goes “Bow-wow! Bow-wow!” a cat goes “Meow! Meow!” and a gate goes “Squeak, squeak! Squeak, squeak!”

Have them practise completing the sentences:

The little bird said “ \_\_\_\_\_ .”

The dog said “ \_\_\_\_\_ .”

The cat said “ \_\_\_\_\_ .”

The gate goes “ \_\_\_\_\_ .”

Tell them to listen closely as you read the story and every time they hear one of the sentence beginnings to join in and give the right answers. Read “The Man Who Never Snoozed” and have pupils supply the missing sounds.

### **THE MAN WHO NEVER SNOOZED**

Once there was a little house on a high, windy hill. A path ran down from the house to the front gate.

Inside the house there lived a DOG THAT SAID “ \_\_\_\_\_ ,” and a CAT THAT SAID “ \_\_\_\_\_ ,” and a LITTLE BIRD THAT SAID “ \_\_\_\_\_ .” A man and woman lived there, too.

One morning, when they were eating breakfast, the woman said, “Dear, I do wish you’d remember to fix the front gate. The latch won’t catch, and the hinges need oil. And I don’t have time to fix it. When the wind blows, the SQUEAKY GATE GOES ‘ \_\_\_\_\_ .’ Then the DOG GOES ‘ \_\_\_\_\_ .’”

The man said, “Of course the DOG GOES ‘ \_\_\_\_\_ .’ He’s a good watch dog. When he hears the GATE GO ‘ \_\_\_\_\_ ,’ he thinks someone is coming.”

The woman said, “I know, but half the time it’s just the squeaky gate! And when the GATE GOES ‘ \_\_\_\_\_ ,’ the DOG GOES ‘ \_\_\_\_\_ ,’

then the CAT GOES ' \_\_\_\_\_ , ' and the LITTLE BIRD GOES ' \_\_\_\_\_ . ' And I come running to see who's coming. I do wish you'd fix that gate for I don't have time."

The man said, "Of course. Why didn't you say something about it?"

The woman said, "Dear, I've told you about that squeaky gate forty-seven times."

He said, "I'm sorry. I'll fix it this evening sure – right after supper."

The woman said, "You'd better fix it before supper. If you wait till after supper, you know what will happen. You'll go to sleep over your paper. Then it will get dark, and you won't fix the gate."

The man said, "Nonsense! I never snooze over my paper. But don't worry, dear, I'll fix it this evening, sure. The minute I come home from work. Before I eat supper. How's that?"

Right away, the wind began to blow, so the GATE BEGAN TO GO " \_\_\_\_\_ . " Then the DOG SAID " \_\_\_\_\_ , " and the CAT SAID " \_\_\_\_\_ , " and the LITTLE BIRD SAID " \_\_\_\_\_ ". And the woman ran to see who was coming.

She said, "That squeaky gate! Thank goodness it will be fixed to-night."

That night, when the man came home from work, he said, "I'm hungry as a bear!"

The woman said, "What about the gate, dear?"

He said, "Right after supper." After supper he got up and stretched. He said, My, that was good! I'm so full I can't bend over to fix the gate right now. I'll fix it in just a little while."

The woman said, "Dear, if you don't fix it now, you know what will happen. All day tomorrow, when the wind blows, the GATE WILL GO ' \_\_\_\_\_ , ' and the DOG WILL GO ' \_\_\_\_\_ ' and the CAT WILL GO ' \_\_\_\_\_ , ' and the LITTLE BIRD WILL GO ' \_\_\_\_\_ . ' And I'll think someone's coming. Please fix it now."

He said, "Just as soon as I read the paper."

The woman said, "Dear, if you snooze over the paper, it'll get dark, and you won't get the gate fixed at all."

He said, "Nonsense! I never snooze over the paper." He sat down in his big chair and picked up his paper.

The dog curled up by the front door. The cat curled up by the dog. The little bird sat in his cage by the man's big chair and watched him read his paper.

Pretty soon the man's head began to nod. He snoozed and snored like this; " \_\_\_\_\_ . "

The wind began to blow. Then the GATE WENT " \_\_\_\_\_ , " and the DOG SAID " \_\_\_\_\_ , " and the CAT SAID " \_\_\_\_\_ , " and the LITTLE BIRD SAID " \_\_\_\_\_ . "

The man jumped. He frowned at the bird. "Keep still! How can I read my paper in peace when you make such a racket?"

The woman said, "It's not the little bird's fault, dear. I told you what happens. When the wind blows, the GATE GOES ' \_\_\_\_\_ , ' and the DOG GOES ' \_\_\_\_\_ , ' and the CAT GOES ' \_\_\_\_\_ , ' and the LITTLE BIRD GOES ' \_\_\_\_\_ . ' Why don't you fix the gate, now that you've waked up?"

The man said, "I didn't wake up! I wasn't asleep. I never snooze over my paper. But I might as well fix that gate so I can read my paper in peace."

The man found his hammer and oil can. He stamped out of the house and down the path to the gate. He squirted oil squoosh-squoosh on the top squeaky hinge. He squirted oil squoosh-squoosh on the bottom

squeaky hinge. He went tap-tap with his hammer, so the latch would catch, and he marched back in.

"There!" he said. "The gate's fixed. Now maybe I can read the paper in peace."

He settled back in his chair.

The dog curled up by the door. The cat curled up by the dog. The little bird sat in his cage by the man's big chair and watched him read his paper.

Pretty soon the man's head began to nod. He snoozed and snored like this; " \_\_\_\_\_ ."

The wind began to blow. But the GATE DIDN'T GO " \_\_\_\_\_ ,"  
and the CAT DIDN'T GO " \_\_\_\_\_ ,"  
and the LITTLE BIRD DIDN'T GO " \_\_\_\_\_ ."

So nothing woke up the man who never snoozed. He just snored like this; " \_\_\_\_\_ ."

— Bee Lewi and Jean Lee Latham

### Questions:

Tell, in order, the things that happened in the story.

Why did the woman not fix the gate herself?

Why did she want it fixed?

Why didn't the man fix it before?

What finally made him fix it?

Repeat the reading with the pupils joining in a second time.

**Experience extension:** Have pupils develop a group composition in which the reader (or listener) has to tell part of it (such as in the foregoing story "The Man Who Never Snoozed.")

## Activity 17\*

**Associating sound and symbol /ch/ ch; /sh/ sh; /hw/ wh; /<sub>TH</sub>/, /th/, th**

Have the following lists of words on the chalkboard before the lesson.

church	sheep	white	this	thin
chalk	shawl	what	that	thirsty
chin	ship	when	then	thimble

Have pupils pronounce each list of words and underline the letters that stand for the initial sound.

Have the following words on cards. Have pupils pronounce each and add it to the appropriate list.

chil-ren	there	thick	shell
sharp	cheese	whip	them
wheel	shelf	chorus	thumb
thistle	whistle	shout	chop
the	third	those	where

associate sound  
and symbol:  
consonant  
combinations



Have pupils read each of the following sentences and circle the indicated combinations each time they occur: ch wh sh th.

Catch the bird that is whistling on the branch.

The children are there with the sheep.

Why is your shoe made of leather?

The ranch has a wheel at the gate.

**Workbook Follow-up, page 25: Assessment – Associating sound and symbol, consonant combinations**  
**Writing words**

write words with **ch**,  
**sh**, **th**, **wh**

Have pupils note the consonant combinations at the bottom of the page, then have them pronounce the name of each picture. They write the appropriate consonant combination to complete the word with each picture.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

### Checking achievement

Do pupils

- use a variety of sentence patterns?
- select vocabulary that is precise and interesting?
- use and, but, because as connectives?
- appear relaxed in oral language situations?
- respond to ideas presented by peers?
- follow up and extend an idea presented in a discussion?
- allow others a fair share of discussion time?
- enjoy reading and listening to stories?
- note and recall details as they read or listen?
- recognize a sequence of ideas?
- evaluate their own writing?
- proofread their writing to check the use of capitals, periods, question marks?

*Good for you!*

# Spelling

## Unit Words

them	that	know	box
they	there	monster	fast
this	thing	scare	no
		coat	yes

## Spelling Activity 1

- |      |       |   |  |
|------|-------|---|--|
| them | that  | ← | 1. Follow the established pretest procedure with the words at the left.                                      |
| they | there |   | 2. Direct attention to the <u>th</u> combination. Have pupils circle it in each word that they have written. |
| this | thing |   |  |
| the  | then  | ← | 3. Dictate the two words at the left.  |

## Spelling Activity 2

1. Follow the WSP with any words spelled incorrectly on the pretest.
2. Dictate the following phrases or sentences.  
that ball  
this thing  
Go there.  
They run.  
Check the spelling.

### Workbook Follow-up: page S9

Have pupils complete the page independently. Then have pupils read the completed sentences and spell the word they wrote in. Other pupils check their own spelling.

## Spelling Activity 3

### Review

- |        |       |   |  |
|--------|-------|---|--|
| father | for   | ← | 1. Use the established test procedure with the words at the left (the fifth group of Level 4 words from page S30 of the pupil <i>Workbook</i> ). |
| feet   | found |   | 2. Use the WSP with any words spelled incorrectly on the pretest.  |
| fell   | fun   |   | 3. Have pupils select any three words from those dictated and write a sentence that uses each.   |
| fish   | gave  |   |  |
| flower | get   |   |  |

## Spelling Activity 4

know    box  
monster    fast  
scare    yes  
coat    no

1. Use the pretest procedure with the words at the left.
2. Discuss the difference in meaning between know and no.
3. Dictate the following sentences.  
I know how to do it.  
I have no coat.  
The man said, "No."
4. Have pupils proofread the sentences to check their use of punctuation and the spelling of each word. Check pupils' proofreading.

### Workbook Follow-up: page S10

Study the directions with pupils and have the page completed independently.

Discuss and check the completed page with pupils.

## Spelling Activity 5

### Review

girl    had  
go    hat  
good    he  
got    head  
green    him

1. Use the established test procedure with the words at the left (the sixth group of Level 4 words from page S30 of the pupil *Workbook*).
2. Use the WSP with any words spelled incorrectly in the pretest.
3. Dictate the following sentences.  
How fast can you run?  
I don't know.  
He has no coat.

### Workbook Activity: page S11

Review the unit words listed on page S11 – with selected words. Have pupils write on the chalkboard or spell them orally. Other pupils decide if words are correct. Study the directions with pupils and have them complete the exercise independently. Check the page.

## Spelling Activity 6

1. Dictate the following sentences.  
That is my coat.  
Did the monster scare you?  
I want this box.  
They saw him run fast.
2. Check the spelling and review words spelled incorrectly.

### **Workbook Activity: page S12**

Have pupils think about each picture and story opening, then complete the story.

When the work is completed, have pupils (i) proofread their work; (ii) share it with a classmate.

Read pupils' writing and note errors in spelling or punctuation for reteaching.

## **Spelling Activity 7**

### **Assessment**

them	scare	← Use the established procedure.
yes	this	
coat	box	
that	fast	
monster	there	
no	know	
they	thing	



# Unit 47

## Theme: Animals can be taught

LISTENING	SPEAKING	READING	WRITING
Listening to ideas of peers	Discussing a story	<b>Activity 1</b> <i>Cartwheels</i> , pp. 56-61: Reading a story	
Recognizing words with /e/, /ē/	Saying words with /e/, /ē/	<b>Activity 2</b> Associating sound and symbol: /ē/, ee, ea; /e/, ea <i>Workbook Follow-up</i> , p. 26: Classifying words with ea, ee	
	<b>Activity 3</b> Participating in a group discussion		Recording ideas discussed
		<b>Activity 4</b> <i>Workbook</i> , pp. 27-28: Reading a story Recognizing core vocabulary <i>Workbook Follow-up</i> , pp. 27-28: Rereading a story	Writing answers to questions
Recognizing words with /f/	Saying words with /f/	<b>Activity 5</b> Associating sound and symbol: /f/, ph	
Listening to ideas of peers	Discussing a story	<b>Activity 6</b> <i>Cartwheels</i> , pp. 62-70: Reading a story	
Recognizing words with /ô/	Saying words with /ô/	<b>Activity 7*</b> Associating sound and symbol: /ô/, a followed by l, u, w	
<b>Activity 8</b> Listening to a story	Discussing a story		
		<b>Activity 9*</b> Recognizing core vocabulary	Closing sentences
<b>Activity 10*</b> Listening to a poem	Talking about a poem		
Recognizing words with /z/	Saying words with /z/	<b>Activity 11*</b> Associating sound and symbol: /z/, z, s	
	Discussing ideas	<b>Activity 12</b> <i>Cartwheels</i> , pp. 71-79: Reading a story	
Listening to peers	<b>Activity 13</b> Developing the unit theme	<i>Workbook Follow-up</i> , p. 29: Reading paragraphs	Writing answers to questions
		Reading the composition	<b>Activity 14</b> Dictating a composition

		<b>Activity 15</b> <i>Workbook</i> , p. 30: Reading a story Recognizing core vocabulary <i>Workbook Follow-up</i> , p. 30: Rereading a story	Writing answers
<b>Activity 16*</b> Listening to a poem	Discussing a poem		<b>Activity 17</b> Writing a composition: riddles
Listening to riddles		<b>Activity 18</b> Understanding word structure: -er, -est when final consonant is doubled <i>Workbook Follow-up</i> , p. 31: Reading sentences	Writing answers to questions
<b>Activity 19</b> Listening to a story	Discussing a story	<b>Activity 20</b> <i>Workbook</i> , p. 32: Assessment – Recognizing core vocabulary If needed, additional phonics lessons for review and maintenance are in the Appendix	Writing answers Spelling Activities are detailed at end of unit

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read Book 43.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 48-51.
3. Encourage pupils to write independently in their free time. Keep supplies of paper available and provide opportunities for them to share their compositions with other children. Provide some story beginnings, for example, "Oliver the Ostrich escaped from the zoo!" "Victor wanted a pet of his very own."
4. Encourage pupils to read a variety of materials – stories, poems, songs, informational books – during independent activity periods. During this unit display many books about animals; encourage pupils to read and learn about animals with which they are unfamiliar.
5. Have pupils bring a variety of objects (for example, a pen, paper clips, empty box, spool, feather, rock, etc.) to school. Have them put a few items in a paper bag and then exchange bags with a partner. Have each pupil write a story about the objects – how they came to be together, how they can be used together, and so on.
6. Provide pupils with tape recordings of sounds made by different animals. Have pupils listen to the tapes, identify the animals, and write three or four things they know about each animal, or pupils can write a story explaining why the animal makes such a sound.
7. Have pupils select one animal that they would like to have as a pet. Have them find information about the animal and record the information in point form on a chart. Some suggested headings for the charts: animal, appearance, food, accommodation, why I want it.

8. Have pupils write riddles about wild and tame animals (or other topics that are of interest).
9. Have pupils continue collecting interesting words that they encounter in independent reading activities. You may wish to have pupils look specifically for words that could be used when talking about animals.
10. Pupils might like to make models of circus animals and set them up on a table to form a miniature circus. Pupils can make decorative cages out of cardboard boxes. They can draw and cut out an animal and place it inside. If wheels are added, all the children's handwork can be connected to make a circus train.

## BOOKS TO READ

1. *Bird*, Liesal M. Skoyen (Harper)  
A boy finds a baby bird that cannot fly.
2. *Animals at Work*, Lavinia Dobler (Scholastic)  
Photographs and facts about animals that help us.
3. *Humbert*, John Burningham (Puffin)  
Humbert the scrap horse takes the Lord Mayor of London to the Mansion House.
4. *The Gorilla Did It*, Barbara Shook Hagen (Atheneum)  
The story of a little boy and his imaginary gorilla.
5. *CriCTOR*, Tomi Ungerer (Scholastic)  
Mme. Bodot has a very peculiar pet – a boa constrictor!
6. *Amigo*, Byrd Baylor Schweitzer (Collier)  
Francisco, a poor child living in the desert, wants a pet. It must be a wild one so it can feed itself. Amigo, a prairie dog wants a pet too – he wants to tame a boy.
7. *Pet Show*, Ezra J. Keats (MacMillan)  
Archie can't find his cat in time for the pet show; so he finds another pet – a germ!
8. *A Pocketful of Cricket*, Rebecca Caudill (Holt)  
Jay, a farm boy, finds a cricket, makes a home for it, feeds it, and loves it. Cricket fiddles for Jay every evening while Jay waits for summer to end and his first year of school to begin.
9. *200 Rabbits*, Lonzo Anderson and Adrienne Adams (Viking)  
A fairy tale of a poor boy who becomes famous training rabbits with a magic whistle.
10. *A Home for Hopper*, Rosemary Pendery (Morrow)  
Andy has problems finding a home for his frog.
11. *Mr. Moonlight and Omar*, James Holding (Morrow)  
Selim, a little Arabian boy, with the aid of Mr. Moonlight, a donkey, finally train Omar, a bad-tempered camel, to plough a straight line.
12. *Bluefoot*, Dale Fife (Lothrop)  
Bluefoot, a fuzzy little duckling, searches for his mistress.
13. *A Contrary Little Quail*, Jane Thayer (Morrow)  
Annabel, a very unusual quail, lives with the Lee family.
14. *Curious, Furious Chipmunk*, Jane Thayer (Morrow Junior Books)  
Charlie the chipmunk and other animals take a while to adjust to their new neighbors, Mr. and Mrs. Newman.

# Activity 1

**Cartwheels, pages 56-61: Reading a story – “The Yawning Bear”**

**Interpretation skills:** The focus in this unit is on (i) Recognizing relationships: sequence, and on (ii) Recognizing emotional reactions.

- (i) *Recognizing relationships: sequence.* This skill requires readers to note the order in which things in the story happen. It should be developed and applied in selections where the order of events is important in determining the outcome – for example, in “The Gingerbread Boy” the sequence in which various people and animals joined the chase is not significant until the fox comes along. However in “What Do You Do With a Rope?” the decision to go shopping led to the purchase of the rope which in turn led to Simon’s activities with the rope – and sequence is an important factor.
- (ii) *Recognizing emotional reactions of story characters.* This skill requires readers to note how story characters feel as the story develops. Children should be able to recognize the feelings and recognize the techniques used by the author-illustrator to communicate emotions. It is important that you continue to stress the range of emotions expressed and help pupils to develop vocabulary that relates to them. Continue as well to help pupils to discriminate among emotions and use appropriate words to describe them.

## Core Vocabulary

**Unit** – wait ring open shut loud turned friend shouted

**Review** – around time show wrong before

## Application of known phonic and structural principles

star March roller curled circus before  
scared performer sunlight motorcycle anything

## Preparation for reading

Have pupils study the title and the illustration on page 57 and talk about the probable topic of the story. Encourage them to predict why a circus bear would be tired.

## Guiding the reading

Have pupils read the whole story silently. Then ask questions such as the ones below to have them consider the emotional reactions of the story characters and the sequence of events.

- Ask: How did the children feel when Bernie performed? (Encourage the use of words such as excited, enthusiastic.) How did they show their feelings?
- How do you think his trainer felt? (proud, pleased, satisfied, and so on.)
- What was the first sign that Bernie was getting tired? the next? the next? and so on. (List the signs on the chalkboard.)
- How do you think the trainer felt when all these things happened to Bernie? (worried, surprised, anxious, concerned)
- How did the doctor feel when he examined Bernie? (puzzled, concerned)

wait

ring

open

shut

loud

turned

friend

shout

around

time

show

wrong

before

pull

began

until

before

knew

must

once

lived

should

show

were

recognize core vocabulary

apply word recognition skills to identify words

interpret illustrations

predict story topic

recognize relationships: sequence

recognize emotional reactions

extend vocabulary

discuss ideas with peers



What plan did Stan have to cure Bernie?  
 How long did Bernie stay in the cave?  
 How do you think he feels about going back to the circus?

Think about the order in which the story happened. What happened first? next? and so on.

List key events in sequence on the chalkboard. Talk briefly about the importance of the sequence of events.

relate story ideas to unit theme



Ask: How is Bernie different from bears that live in parks or in the bush?  
 Why did Stan tame Bernie and train him to do tricks?  
 Do you think Stan is good to Bernie?  
 How do you know he understands him?  
 Do you think Bernie likes belonging to the circus and to Stan?

## Activity 2

Associating sound and symbol /ē/, ee, ea; /e/, ea

associate sound and symbol /ē/, ee, ea; /e/, ea

- Use the following sentences to review the generalizations that
  - ee can stand for /ē/
  - ea can stand for /e/ or /ē/.

The sheep is asleep under the tree.  
 Take three sheets of paper.  
 Please read a story to me.  
 We each eat a peach with our meal.  
 The fresh bread is ready to eat.  
 That box is as heavy as lead.
- Use words such as great, learn, wear, to illustrate exceptions.
- Have pupils read the following sentences. Remind them that they have to try the different sounds represented by the letters ea in identifying some of the words.
 

The bird has bright feathers on its head.  
 Did you hear the scream?  
 Steer the boat out to sea.  
 Is it made from steel or lead?  
 Put clean sheets on the bed.

**Workbook Follow-up, page 26: Classifying words with ea and ee**

apply phonic knowledge to identify words

Have pupils underline all the words with the letters ee or ea in the sentences. Have them pronounce the name of each key picture and note the letters that represent the vowel sounds; then write the underlined words beside the matching key picture.

wait

ring

open

shut

loud

turned

friend

shout

around

time

show

wrong

before

pull

began

until

before

knew

must

once

lived

should

show

were

## Activity 3

### Participating in a group discussion

participate in a  
group discussion

evaluate group  
discussion

Have pupils form their discussion groups. Assign the following topic for discussion.

What must you do to take care of a new pet?

Before pupils begin the discussion, have them briefly explain what they think the question means.

Observe pupils during the discussion, taking note of pupil behaviors such as the following:

- (i) monopolizing the discussion
- (ii) not contributing to the discussion
- (iii) giving ideas that are not related to the topic
- (iv) repeating ideas previously stated and not elaborating upon them.

At the conclusion of the discussion, have pupils evaluate their participation.

write a composition

In another lesson period, have pupils make a list of things that must be done in caring for a pet. Remind pupils to use the ideas they discussed in their discussion group. Have the discussion groups share their compositions.

## Activity 4

### Workbook, pages 27-28: Recognizing core vocabulary –

wait ring open shut  
loud turned friend shouted

**Note:** Words such as wait, ring, shut, loud are likely already familiar and can be easily identified using phonic cues. Don't spend time on words that are already familiar.

recognize core  
vocabulary

apply word  
recognition to  
identify words

Have pupils read the story on pages 27-28 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural clues. Study the selection in sections. Have each underlined word identified and the selection read aloud.

Name other words from the core vocabulary and have them underlined.

Question pupils briefly about the story content.

### Workbook Follow-up, page 27-28: Rereading a story Answering questions

write answers

Have pupils reread the story on pages 27-28 and write answers to the questions on page 28.

## Activity 5

### Associating sound and symbol /f/, ph

associate sound  
and symbol /f/, ph

1. Write the lists of words and read them to the pupils.

fast	phone
calf	paragraph
soft	elephant

Have pupils circle the consonants that represent /f/.

Develop the generalization that the letters ph can stand for /f/ in the initial, medial, or final position.

2. Have pupils pronounce the following words:  
orphan    photograph    nephew    Philip    pheasant
3. Have pupils read the following sentences and circle the consonants that stand for /f/.  
Find a photograph of a fawn and a pheasant.  
The little elephant is an orphan.  
Write a paragraph about a fox.  
I will phone my father.

## Activity 6

### Cartwheels, pages 62-70: Reading a story – “Zama’s Talking Bird”

**Interpretation skills:** (i) *Recognizing relationships: sequence* (ii) *Recognizing emotional reactions.*

#### Core Vocabulary

**Unit** – branch    shouted    friend    teach    wait    open    shut

**Review** – reached    heard    talked    laughed    head    again

#### Application of known phonic and structural principles

<u>head</u>	<u>spread</u>	<u>squeak</u>	<u>beady</u>	<u>teach</u>	<u>reach</u>
<u>feed</u>	<u>feel</u>	<u>keep</u>	<u>three</u>	<u>weeks</u>	
<u>waited</u>	<u>walked</u>	<u>happened</u>	<u>squeaked</u>	<u>called</u>	
<u>barked</u>	<u>clutched</u>	<u>laughed</u>	<u>wandered</u>	<u>scolded</u>	
<u>blinked</u>	<u>stopped</u>	<u>begged</u>	<u>hopped</u>	<u>getting</u>	

#### Preparation for reading

Locate the title on the Contents page. Relate the title to the unit theme “Animals can be taught.” Have pupils name kinds of birds that they are familiar with that talk.

#### Guiding the reading

Remind pupils of the importance of interpreting pictures as they read, and of considering all the relevant cues to identify unknown words. Have them read the story silently.

recognize core  
vocabulary

apply word  
recognition skills

extend vocabulary

speak fluently

recognize  
relationships:  
sequence

Use questions such as the following to direct a discussion of the story.

✓ How does Zama feel about the old woman's bird?

How did her friends feel when she told them she would teach a bird to talk?

✓ How did her mother show what she thought of the idea?

Suppose I said Zama was determined to teach a bird to talk. What would I mean? How did Zama show that she was determined?

How do you think Zama felt when day after day the crow got tamer?

How do you think Zama felt when day after day the crow refused to talk?

How did Old Mwanza prove himself to be a good friend?

How does Zama feel at the end of the story? (Pupils should note that she is satisfied to accept the crow as it is – but she still wants a talking bird.)

branch

shout

friend

teach

wait

open

shut

reached

heard

talked

laughed

head

again

loud

around

time

show

wrong

before

began

knew

must

once

should

relate story ideas to unit theme

Have pupils give in sequence (i) the steps in Zama's growing interest in a talking bird and (ii) the steps in taming the crow and trying to teach it to talk.

Ask: What did Zama learn about training a pet?

Do you think Stan learned the same thing when Bernie fell asleep?

Was a crow a good bird for Zama to tame for a pet?

### Experience extensions

1. Have pupils find out all they can about birds that talk. Encourage the pupils to obtain the information from reading, or asking adults. Have the pupils report to the group.
2. Have pupils find information about teaching animals to do things (for example, teaching a dog to come when called, to sit, to wait, etc.).
3. Have pupils write the story "Zama's Talking Bird" in the form of a play.

## Activity 7\*

Associating sound and symbol: /ô/, a followed by l, u, or w

1. Use the following sentences to review the generalization that the letter a stands for /ô/ when it is followed by l, u or w.

The cat's claws made marks on the wall.

His daughter has a fawn for a pet.

2. Have pupils read each of the following sentences silently. Then have all the words with the letters aw, au, or al underlined and pronounced.

It was his fault that the car hit the wall.

Did you see her shawl fall off the chair?

It is against the law to catch a hawk or a fawn.

Paul and Walter are brothers.

associate sound and symbol /ô/; a followed by l, u, w

apply phonic knowledge



# Activity 8

## “Captain Custard”: Listening to a story

Recognizing relationships: sequence

Recognizing emotional reactions

attend to a story for  
extended time  
periods

extend vocabulary

interact with peers

recognize  
relationships:  
sequence

recognize emotional  
reactions

Tell pupils that you are going to read a story about a goose that didn't start out as a pet at all. Tell them to listen and note the things that happen to it, and find out how it becomes a pet. Read “Captain Custard.”

### CAPTAIN CUSTARD

One day, in late spring, my father unloaded a crate from his truck. In the crate was a big old goose he had bought from a farmer in town. My mother was not especially pleased. She had said she'd like to keep a few geese but she had meant to buy some goslings that had just hatched, and not a noisy, full grown gander.

I was seven years old at the time and curious. I wanted to see that gander so I said, “Dad, I'll get the hammer and let it out of the crate.”

So while he went off to feed the cattle, I got the hammer and pried open the crate to let the gander out. I was used to hens. But hens are not geese as I was about to find out. As soon as he jumped out, the gander made a rush for me his bill outstretched. I guess he hated me because he blamed me for his being in the crate – or something. He flew at me bowling me over and cracked me a couple of times with his wings. Luckily, I managed to scramble away and ran howling to the house as fast as I could go.

From that time on that gander strutted around lording it over me every time I went into the yard. He knew he was the boss and I was just a cowardly custard.

I started making excuses to stay late at school hoping the gander would be pecking up his supper when I got home. But no matter when I got home from school that bird was waiting for me.

The first time I rode my bike home from school, I thought I'd show that gander who was boss. I swished past him as he waited in the driveway nearly knocking him over and making him squawk and flap his wings in quite a tantrum. I laughed and rode merrily over to the shed where I kept my bike. I put it away, examining the tires, and then I opened the door to go out.

There was that gander marching in front of the shed like a guard on duty. He kept me a prisoner there for over an hour until my mother came out looking for me.

“I've been looking for you,” she said.

“It's that gander,” I explained, almost in tears. “He won't let me go anywhere.”

“Just pay no attention and he won't bother you,” said my mother because the gander never bothered her. With me it was different. There was no doubt about it. That gander hated me.

At the end of June, school was over for the summer. The long sunny days were waiting. All I had to do was play and turn handsprings, and jump in the hay, and maybe ride the tractor sometimes. But I couldn't escape from that gander. He was running my life.

One day I was out by the straw pile with the cattle. I knew that the gander hated the cows so he wouldn't come near. But he waited until I started back to the house for lunch. Then he was after me with bill outstretched and wings flapping. He enjoyed scaring the wits out of me.

I burst into the house yelling, "You've got to get rid of that gander!"

My father finished wiping his hands on the towel. Then quite calmly he said, "Now look here, we can't always be fighting your battles for you. It's time you taught that gander a lesson, and you'll have to do it yourself or he will keep on bullying you."

I knew he was right but what could I do?

My father coached me. "Shove the broom at him, and then before he recovers, wallop him a good hard one. And chase him when he starts to run."

I edged myself out the door, my legs shaking. I knew how Jack Beanstalk felt when he faced the giant.

"Don't be afraid of him, he's only a goose," said my father from inside the door. He didn't want to show himself to the gander because I was the one who had to prove once and for all who was boss.

The gander was over by the fence but he spotted me right away and almost flew over to the kitchen steps. I stepped down one more step, but I was still higher up than the goose.

That gave me courage I guess, for I quickly whammed him with the broom. He staggered a bit, maybe out of surprise. I followed up with another whammy and then he turned and ran. He really was a bully, and wouldn't face a fair fight. I chased him all the way to the cow barn, hoping all the time that he wouldn't turn on me.

But he had had enough. He wouldn't go into the barn because of the cows, so he ran cracking and squawking out to the field.

Next morning he was busily pecking around the back yard again, but kept some distance from the back steps. When I came out, he took a short run towards me but stopped, remembering.

I had the broom with me just in case, and yesterday's victory had done a lot to give me courage. So I ran at the gander and swatted him again. He squawked and ran for cover, but I chased him feeling proud of myself that I was now king of the yard.

The poor goose dived under the truck parked in the yard and there he stayed. He wouldn't budge even when my father wanted to move the truck. My father got the broom but the gander huddled up against the tires.

Suddenly I felt sorry for him. I guess I should have been glad that he had got what was coming to him, but I didn't like feeling mean. I got a handful of grain and crawled under the truck and coaxed him out. He ate the grain very meekly and made soft noises like a brooding hen. The worst of it was that now he wouldn't leave me, and followed me around like a pet dog. I decided he was really just a coward – and I named him Custard.

Well, there came a day when I had to apologize to Custard even though I didn't know goose language and he probably didn't understand.

My mother got her goslings the next spring. When they first came they were kept in a cooped-up space, but when they got a bit older they ran around the yard where they could get their own food part of the time. They went around snatching up little green weeds and insects, and seeds and bits of grain that I didn't see at all.

At first we were worried in case Custard would pick on the little goslings, but it was just the opposite – he mothered them. I was real thankful for that because he didn't have time to follow me around any more. He was kept much too busy. Sometimes the goslings would head for the open field or the roadway. Custard knew where danger was and he patiently herded them back to the yard scolding them all the way.

I had always liked to watch the great red-tailed hawks which glided and hovered over the prairie fields looking for mice and gophers. I thought

what fun it would be to fly so high and free, and then swoop down like lightning and make a pin-point landing.

But these big hawks also liked chickens and goslings and other tidbits for snacks now and then. So Custard had his work cut out for him guarding the young geese.

One day he saw a hawk swoop down among the goslings which were feeding near the open field. A red-tailed hawk is a huge bird with a wing span of about 120 cm, but Custard didn't hesitate. With fierce cracking and squawking and neck outstretched, he tackled the enemy.

There was a great commotion. Brown and white feathers flew in the air. And then the hawk gave up and got out of there in a hurry. Poor Custard lost an eye in the battle and his wing feathers were ragged, but he had won.

After that, we called him Captain Custard because anyone as brave as that deserved a title. And of course, I had to apologize.

"I never meant that you were a real coward anyway," I said to him as I stroked his neck.

— Dorothy Gray

### Questions:

How did the child in the story feel about the goose at the beginning?

For a while the child got more and more frightened. Then what changed that?

When did the goose become a pet and start following the child?

How did the child feel about it following along all the time?

What made the child proud of the goose and glad to have him for a pet?

relate story idea to unit theme

Have pupils list in sequence the key ideas in the story. (It may be necessary to reread parts of it.)

Ask: Which do you think would be the better pet – Captain Custard or Zama's crow?

## Activity 9\*

Recognizing core vocabulary: branch    shouted    friend    teach  
wait    open    shut

recognize core vocabulary

1. Write the following sentences on the chalkboard. Have pupils read them silently and identify the underlined words.  
Your friend will teach you how to open the box and shut it tightly.  
She shouted at the cat upon the branch of the tree.  
Did my friend wait for you to open the door?  
He shouted before I could shut the box.

close sentences

2. Have pupils write one of the underlined words to close each of the following sentences.  
The bear wanted a \_\_\_\_\_ to play with.  
Why don't you \_\_\_\_\_ until morning to do it?  
\_\_\_\_\_ your present.  
There are lots of red leaves on that \_\_\_\_\_.  
The man \_\_\_\_\_ at his dog.  
Did you \_\_\_\_\_ the door when you left?

# Activity 10\*

## "People Buy a Lot of Things": Listening to a poem

Read the poem twice.

### PEOPLE BUY A LOT OF THINGS

People buy a lot of things –  
Carts and balls and nails and rings,  
But I would buy a bird that sings.

I would buy a bird that sings and let it sing for me,  
And let it sing of flying things and mating in a tree,  
And then I'd open wide the cage, and set the singer free.

— Annette Wynne

### Questions:

How would the poet spend her money?  
What would she do with the bird?  
Does she want to keep the bird for a pet?  
Why do you think she wants to buy the bird?

Read the poem again.

# Activity 11\*

## Associate sound and symbol /z/, z, s

1. Write zebra, zoo, buzz. Review the generalization that the letter z stands for /z/.
2. Have pupils read the following sentences and listen for /z/ in each of the underlined words.  
Please take the boys to the zoo.  
The zebra won a prize in the race.  
Have some cheese and crackers for lunch.  
He is too lazy to use the tools.
3. Have the pupils study the words and form the generalization that both the letters s and z can stand for /z/. Have them note that the letter s may stand for /z/ when it is at the end of a word.



# Activity 12

**Cartwheels, pages 71-79: Reading a story – “Siku’s Snow Boots”**

**Interpretation skills:** (i) *Recognizing relationships: sequence* (ii) *Recognizing emotional reactions.*

## Core Vocabulary

**Unit** – friend shouted teach open turned

**Review** – show morning quiet name talk until moved

## Application of known phonic and structural principles

sound shouted bounded mouth howl followed  
snow softly quietly presently  
 out/side snow/bank bear/skin snow/ball seal/skin  
hugged yipped slipped stopped

## Preparation for reading

Have pupils locate the story on page 71 and by studying the illustration note the setting of the story. Have them predict who Siku is and why his snow boots are important.

## Guiding the reading

Have the story read silently. Remind pupils that they will meet some unfamiliar words as they read it and review the procedure for working with unfamiliar words.

Following the reading, direct a discussion of the story using the following questions.

How did Kooni know the dog he heard wasn’t one of his father’s?  
 How do you think he felt as he hunted for it and then found it?

Why was Kooni worried about where the pup came from?

Tell in order the things that happened before Siku became one of the family.

How do you think Kooni felt as he saw Siku grow into a fine big dog?

How do you think Kooni felt as they played together?

How did Siku feel about pulling the sled at first? later?

How did Kooni feel when Siku pulled him over the snow?

Why did Siku need snow boots?

How did he feel about wearing them? How did he show Kooni how he felt?

Why was Kooni worried when Siku ran away?

Tell in order the things that happened after Siku was found. What had Siku learned?

How do you know Siku is a good pet?

Do you think Kooni understands and takes care of his pet? How do you know?

recognize core vocabulary

apply word recognition skills

interpret illustrations

recognize relationships: sequence

recognize emotional reactions

relate story to unit theme

friend

shouted

teach

open

turned

show

morning

quiet

name

talk

until

moved

branch

wait

shut

reach

heard

laugh

head

again

loud

around

time

show

wrong

## Activity 13

### Developing the unit theme “Animals can be taught”

List on the chalkboard the following:

Bernie the Circus Bear    Zama's Crow  
Siku    Captain Custard

Develop the idea that all these birds and animals were tame, and were friends with people.

Have pupils recognize that the list includes (i) wild animals that have been tamed, but are still thought of as “wild” animals (ii) animals we usually think of as pets (iii) farm animals that are tame but are not necessarily pets.

Talk with them about other animals they know that fit into each category. Have them recognize that all circus and zoo animals are not “tame” in the sense that Bernie was even though they live in captivity. Have them think of “wild” animals that might make good pets if they could be tamed.

**Note:** *Many teachers may want to proceed immediately to Activity 14, and use Workbook Follow-up after Activity 14.*

### Workbook Follow-up, page 29: Reading paragraphs Drawing conclusions

Have pupils read each paragraph and choose from animals listed in the last box the right one to answer the first question in each box.

Have them consider the qualities of each animal and decide whether it would make a suitable pet.

In a follow-up discussion have pupils list the clues that helped them to identify the animal.

## Activity 14

### Dictating a composition

Point out to pupils that they have considered many different ideas as they discussed “tame animals.” Have pupils select an aspect of the topic they would like to write about and record some of their ideas. (For example, “Some Birds Can Talk” “Animals I Would Not Like for a Pet,” and so on.)

Following the writing have pupils read and evaluate the work, considering:

- (i) Did we record the most important ideas?
- (ii) Did we put them in the best order?
- (iii) Have we used the best possible words to describe our ideas?

You may wish to vary the procedure by having the group dictate the first two or three sentences, and then have pupils finish the writing individually.

**Experience extension:** Have pupils make a scrapbook of pictures of animals that are tame.

## Activity 15\*

**Workbook, page 30: Recognizing core vocabulary –**  
friend    shouted    teach    open    turned

recognize core  
vocabulary

Have the selection below on the chalkboard before the lesson. Have pupils read the sentence silently and identify the underlined words. Then have the sentences read aloud.

My friend turned around and ran away.

I shouted when I saw you open the door.

Can you teach your dog to open the door?

I opened the book and turned to the last page.

My \_\_\_\_\_ went to the dentist.

The dentist said, “\_\_\_\_\_ your mouth.”

Can you \_\_\_\_\_ a crow to talk?

The man \_\_\_\_\_ at us when we played on his lawn.

The bear \_\_\_\_\_ over a stone to look for bugs to eat.

Have pupils read the story on page 30 of the *Workbook*. Allow adequate time for them to read silently and identify unknown words. Give guidance as needed in applying contextual, phonic, and structural cues.

Study the selection in sections. Have each underlined word identified and the selection read aloud. Name other words from the core vocabulary and have them underlined.

Question pupils briefly about the story content.

**Workbook Follow-up, page 30: Rereading a story**  
**Answering questions**

recognize core  
vocabulary  
apply word  
recognition skills  
write answers

Have pupils reread the story on page 30 and write answers to the questions. When the exercise is completed, have the story read aloud, and the answers discussed in the group.

# Activity 16\*

## “Hopping Frog”: Listening to a poem

interact with peers

relate poem ideas to unit theme

Read the poem “Hopping Frog” twice to pupils.

### HOPPING FROG

Hopping frog, hop here and be seen,  
I'll not pelt you with stick or stone:  
Your cap is laced and your coat is green;  
Goodbye, we'll let each other alone.

— Christina Rossetti

Talk with them about the author's idea, making sure that they recognize the poet wants to see and talk with the frog – but the frog is not tame and does not want to be seen.

Ask: Why does the poet think that the frog is afraid?  
Why does she decide to go off and leave it alone?

Reread the poem.

# Activity 17

## Writing a composition: riddle

write riddles

select details to express an idea clearly

Have pupils reread *Workbook*, page 29. Talk with them briefly about writing riddles. Point out that there must be enough detail in the riddle that a reader can guess the answer.

Have them select one of the animals listed on page 29 or another animal of their own choosing and write a riddle. When the riddles are completed, have them read to the group and answered.

# Activity 18

## Understanding word structure – recognizing words with endings -er, -est when the final consonant of the root is doubled

recognize words with -er and -est endings when final consonant is doubled

1. On the chalkboard write:

old	kind	fast
older	kinder	faster
oldest	kindest	fastest

Have pupils read each list of words, underline each ending, and identify the root word.

2. On the chalkboard write:

big	fat	thin
bigger	fatter	thinner
biggest	fattest	thinnest



Have pupils read each list of words, underline each ending, and identify the root word.

Direct attention to the change in spelling of the root words before the endings -er and -est. Have pupils recognize that doubling the final consonant doesn't change the pronunciation of the root word.

3. Have pupils study the spelling patterns of the words and form the generalization that the final consonant is often doubled before adding -er or -est when the root word ends in a single consonant preceded by a single vowel.

4. Have pupils (i) read the following sentences; (ii) circle the -er or -est endings; (iii) underline the root words and note changes in spelling; (iv) pronounce the derived word and its root.

Find me the reddest apple.

I hope it's the biggest one too.

I think it is hotter today than it was yesterday.

He looks sadder than you do.

5. Review the concept that -er is used when comparing two things, -est when comparing three or more things.

### **Workbook Follow-up, page 31: Reading sentences**

Have pupils read each sentence and decide whether or not it is accurate. If it is true they should write "yes" on the line; if it is not true they should write "no."

When the exercise is completed, have pupils look for words with -er and -est endings. Have them circle the root word, and underline the ending.

## **Activity 19**

### **"The Curious Cat": Listening to a story**

**Recognizing relationships: sequence**

**Recognizing emotional reactions**

Tell pupils that you are going to read a story called "The Curious Cat." It is a story about a girl and her pet cat – a very strange kind of pet cat. Read the story in sections as shown. Have pupils answer the questions at the end of each section.

#### **THE CURIOUS CAT**

Belinda Melissa Penelope Brown was not a good girl. "That bad Belinda Brown" is what her teacher called her. "Naughty Belinda Melissa" is what her mother called her. "Poor Belinda" is what her father called her, because by the time he came home in the evening she was almost always being punished for something she should not have done.

"Poor Belinda," said her father, "why can't you look at television tonight?"

"Well," said Belinda, "there is a big cupboard at the back of our room at school, and today I locked my teacher in the cupboard."

**use comparative forms accurately**

**recognize words with -er or -est endings**

**understand comparisons**

**extend vocabulary**

**interact with peers**

**express personal reactions to a story**

**recognize emotional reactions**

**recognize relationships: sequence**

"Why did you lock Miss Wilson in the cupboard, Belinda?"

"Because Toby told me to."

Poor Mr. Brown! Whenever he asked Belinda "why" – why did you tie knots in my pyjama legs, why did you put soap flakes in the goldfish bowl, why did you hide your porridge under the chair – she always said, "Toby told me to." And any grown-up knows that a cat can't talk.

Belinda sat cross-legged on her bed dangling the red ribbons from the ends of her black pigtails over Toby's pink nose. Toby rolled and jumped and dug his sharp claws into the ribbon trying to grab the ribbons between his teeth. He rolled over and over until all his small, furry, orange-and-white body was tangled in red ribbon. He rolled right off the bed. Thud!

"Ouch!" said Toby.

"Ouch yourself," said Belinda. "I couldn't watch television tonight because of you. And last night I had no dessert because of you. And tomorrow you'll want to go to school with me again, and I'll probably get into more trouble. Why don't you just stay home, Toby? Why do you want to go to school all the time?"

"It's that Miss Wilson of yours, Belinda. What's she got against animals anyway? Today she went too far. Did you hear what she said? 'Curiosity killed the cat,' that's what she said, and I'm not going to let her get away with it. I'm a curious cat, and I don't mean to be dead. I'll show her!"

"Come here," said Belinda, and Toby jumped into her lap. "Toby," said Belinda, "why don't you ever talk to grown-ups? Then they would believe me when I say you talk."

"I do talk to them," said Toby between purrs. "But they don't hear me."

"Well," said Belinda, "I'm not going to do what you tell me any more. I don't like to be called 'bad Belinda.'"

Toby stopped purring and his orange-and-white fur stood up stiff as a brush. "If you don't do what I tell you, I'll run away."

"Oh dear," Belinda started to cry. "Don't run away, Toby. I'll do whatever you say. You mustn't run away."

"All right," said Toby, and put his wet pink nose against her cheek. "I won't run away." And he crawled into bed with Belinda.

### Questions:

Why is Belinda's cat curious or unusual? (You might take a few minutes to develop the two meanings of the word "curious." Have pupils note that both meanings could apply to Toby.)

How does Belinda feel when she does the bad things Toby suggests?

How does she feel when she's punished for them?

How do other people feel about Belinda?

Mrs. Brown came in to say good night. She saw the damp, stringy hair ribbons, all knotted and twisted on the floor.

"Belinda! Why do you let Toby play with your hair ribbons?"

"Because he asks for them, Mother."

"He does not! He's just asking to play."

"Oh, no, Mother! He says, 'Please, Belinda, let me play with your hair ribbons.' And if I don't let him he'll run away."

"Now, Belinda, that's enough of 'Toby says.' You simply have to stop exaggerating." Her mother sighed. "You'll wear string on your pigtails every day until you promise to stop letting Toby play with your ribbons. Good night."

"Good night, Mother," said Belinda in a small voice with tears in it.

The next morning, with string on her pigtails, Belinda was very quiet

as she ate her breakfast.

"Will you try to be good in school today?" asked her father.

"I'll try," said Belinda.

She went out the back door and ran around to the side of the house. She looked up at her bedroom window and saw Toby's head poking out. He jumped out of the window on to a branch of the big elm tree, climbed halfway down the trunk, then dropped to the ground at her feet. Belinda buttoned him inside her coat and walked into the front yard just as her father was coming out of the front door.

Belinda ran. She ran most of the five blocks to school. There she tucked Toby inside her sweater. Clutching her books in front of her, she walked quickly to her seat, second from the front so Miss Wilson could keep an eye on her.

### Questions:

Tell, in order, the trouble Toby caused Belinda in this part of the story.

Why is Belinda doing what he tells her?

How do you think she felt when she saw her father and ran off to school?

"Belinda," said Miss Wilson, "what have you got inside your sweater?"

"Nothing," whispered Toby.

"Nothing," said Belinda.

"Belinda Brown! Come up here."

"No," whispered Toby.

"No," said Belinda faintly.

"Did you say no?"

"Yes," whispered Toby.

"Yes," said Belinda.

Miss Wilson was usually a kind, patient teacher, and she was really fond of Belinda. But now she was cross.

"Come up here at once, Belinda!"

Very slowly, Belinda walked up to Miss Wilson's big desk.

"What have you got inside your sweater?"

"A curious cat," whispered Toby.

"A curious cat," said Belinda.

"Bring him out and show him to the class."

"Now that," said Toby, "is more like it," and climbed up on Belinda's shoulder where he sat and smiled at Miss Wilson.

"A very curious cat," said Miss Wilson when she saw the smile. "And a very pretty cat. But he'll have to spend the morning in the cupboard." As she reached for him, Toby stood up. Digging his claws into Belinda's shoulder and arching his back, he hissed and spat furiously.

"Ouch!" said Belinda.

"Sorry, Belinda," said Toby, pulling in his claws. "But she's not going to put me in that cupboard." And with a blood-curdling yowl, Toby leaped straight into the air and landed on the floor. Up and down between the rows, in and out among the feet, on tops of desks and under them, yowling and hissing and prancing. Toby was all over the room at once, and Belinda after him.

Just then the door was opened by Mr. Baxter, the principal.

"The fun's over, Belinda," said Toby. "Come on! Let's make a quick getaway."

A small, furry ball shot between Mr. Baxter's legs, and a small girl, head down, pigtails flying, slipped under his outstretched arm.

### Questions:

Tell, in order, what happened at school.  
How do you think Belinda feels about it?  
How do you think Miss Wilson felt?

Belinda didn't stop running until she was a block from the school. Toby was sitting calmly on a corner, waiting for her to catch up.

"Oh, Toby, what am I going to do now? There'll be no desserts for months and no television for years!"

"Cheer up, Belinda. I'll think of something." They were so busy talking that they didn't notice an old gentleman walking toward them. The old gentleman was reading a book. He didn't notice them, either. And they bumped into one another.

"Whoops!" said Toby.

"Why, you've got a talking cat!" said the old gentleman. "It's been years since I met a talking cat."

"You can understand him!" said Belinda. "I didn't think any grown-ups could understand him."

"Well, there aren't many of us who can," said the old gentleman, "and that's a fact. Quite a few children can understand a talking cat, but as they grow up they forget. Not that all cats talk, either. This orange-and-white kind often do, and a certain sort of gray tabby, and nearly all the black ones. Well now, what's the name of your talking cat?"

"He's called Toby."

"How-do-you-do, Toby."

"How-do-you-do," said Toby offering a polite paw.

"And what's your . . . why, you're shivering, little girl. Where is your coat?"

"In school."

"And why aren't you in school?"

"Well, you see . . ." began Belinda. And she told him all about life with Toby — how much fun it was, and how awful it was, and that Toby said he would run away if she didn't do as he told her.

"That's very bad of you, Toby. Why do you threaten to run away?"

"Aw, I wouldn't really run away," said Toby sulkily.

"Well now, well now," the old gentleman beamed rosily. "My house is just around the corner. Would you care for a cup of cocoa? We'll phone your mother to tell her where you are."

"Thank you," said Belinda. "My name is Belinda, and I'm eight years old."

"Mine is Periwinkle, and I'm eighty years old."

Belinda toasted her toes in front of Mr. Periwinkle's living room fire. Toby purred on the hearth rug. Mr. Periwinkle brought in a tray with two big cups of cocoa and a big saucer of cream.

"Now," he said, "let's work out a plan."

"And you really think," said Toby, after a long talk, "that doing good things that people don't expect you to do will be as much fun as doing bad things they don't expect?"

"I'm sure of it," said Mr. Periwinkle.

Belinda shook hands, said good-bye, and promised to come calling again soon.

A week later Belinda was still doing without television and desserts. And she was still wearing string on her pigtails. But she had changed. Every morning Mr. Brown found his shoes, polished like mirrors, set neatly outside the bedroom door. Every evening Mrs. Brown found the table set for dinner. Her parents could see that Belinda was trying to be good.



One evening, Belinda, with two crisp white hair ribbons binding her pigtails, sat in front of the television set, eating a piece of cake and watching a cartoon with Toby, curled in her lap.

"Meow," said Toby, stretching.

"Belinda," said her father, "what did Toby say?"

"Meow," said Belinda.

"There!" said her mother triumphantly. "She's even telling the truth about the cat!"

"Guess that'll hold them," said Toby.

— Elspeth Durie

### Questions:

What changed Belinda and Toby?

How are they different?

How do you think they feel about being good instead of bad?

How do Belinda's parents feel about the way she's behaving?

How does she fool them about Toby and his talking?

Do you think Belinda really had a cat that could talk to her?

Why did she pretend that she did?

How do you know Belinda really cared for her pet?

**Experience extension:** Have pupils write another adventure about Belinda and Toby before Toby began to behave.

## Activity 20

### Workbook, page 32: Assessment – Recognition of core vocabulary

Give pupils time to read silently the sentences on page 32. Provide each pupil with a marker. In each sentence, have them underline one word and circle another.

#### Underline

1. moving
2. must
3. spoon
4. pull
5. sing
6. washed
7. wrong
8. forgot
9. show
10. shut
11. ring
12. teach
13. food
14. shouted

#### Circle

- neighbors
- before
- help
- around
- teach
- began
- knew
- rope
- reach
- turned
- open
- throw
- ate
- train

When the work has been carefully evaluated, provide extra practice with words that pupils are not sure of. Rather than practise with words in isolation, write sentences for them to read.

relate story idea to unit theme

recognize core vocabulary

## Checking achievement

### Are pupils

- eager to share their ideas with each other?
- able to express ideas in an interesting manner?
- courteous in discussion situations?
- interested in reading independently?
- attentive listeners?

### Do pupils

- use interesting and varied sentence patterns?
- express ideas clearly?
- pronounce words accurately?
- recognize core vocabulary?
- read silently with a high level of comprehension?
- choose to write as a “free activity”?
- form letters accurately and space words well?

### Can pupils

- write answers to the questions in their workbooks?
- use the conventions of writing adequately?
- follow directions?

# Spelling

## Unit Words

all	night	going	put
call	light	spring	bell
ball	right	bring	food
tall			end

## Spelling Activity 1

- |      |       |   |   |
|------|-------|---|---|
| all  | night | ← | 1. Follow the established pretest procedure with the words at the left. Check the spelling. |
| call | light |   |   |
| ball | right |   |   |
| tall |       |   |   |
- 
- |       |       |   |  |
|-------|-------|---|--|
| might | tight | ← | 2. Direct attention to the <u>ight</u> combination in <u>night</u> . To extend the spelling list, dictate the words at the left. Check the spelling. |
| sight |       |   |  |

## Spelling Activity 2

### Review

- |       |      |   |  |
|-------|------|---|--|
| his   | I    | ← | Use the test procedure with the words at the left (the seventh group of Level 4 words from page S30 of the pupil <i>Workbook</i> ). Remember to spend time only with individual pupils with the words they misspelled. |
| home  | if   |   |  |
| horse | in   |   |  |
| house | into |   |  |

how	is
-----	----

### Workbook Follow-up: page S13

Review the word spellings as pupils write the words at the top of the page.

Study the directions with them. Be sure they identify their right hands.

Have pupils choose a partner and instruct them to spread their fingers while their hands are traced.

Have them check their spelling with the words at the top of the page.

## Spelling Activity 3

### Review

- |        |      |   |   |
|--------|------|---|---|
| it     | look | ← | 1. Use the test procedure with the words at the left (the eighth group of Level 4 words from page S30 of the pupil <i>Workbook</i> ). |
| just   | lot  |   |   |
| last   | made |   |   |
| like   | make |   |   |
| little | man  |   |   |
- 
- |  |  |   |  |
|--|--|---|--|
|  |  | ← | 2. Have pupils who had errors on the pretest of Activity 1 use the WSP with those words. |
|  |  |   |  |

## Spelling Activity 4

- going bell ← 1. Use the established pretest procedure with words at the left.  
spring food  
bring end  
put

- thing jumping ← 2. Direct attention to the ing combination. To extend the spelling list,  
ring looking  
sing  
wing

### Workbook Follow-up: page S14

Review the spellings of the list words as pupils write them.

Study the directions with them and have the page completed independently. When the work is completed, have the -ing words that they wrote pronounced and the sentences read aloud.

## Spelling Activity 5

1. Use the WSP with words spelled incorrectly in the pretests of Activities 3 and 4.
2. Dictate the following sentences and check the spelling.  
I am going to school.  
It is spring.  
Put the ball in the box.  
Ring the bell.

### Workbook Activity: page S15

Talk briefly about the task they are given on this page stressing that they should write a short story rather than a single sentence to answer each question.

## Spelling Activity 6

### Assessment

- put call ← Use the established procedure.  
right light  
tall bell  
bring spring  
night end  
food going  
ball all



# Unit 48

## Theme: People do interesting things

LISTENING	SPEAKING	READING	WRITING
<p>←</p> <p>Attending to a poem</p> <p>Recognizing words with long and short vowels</p>	<p>←</p> <p>Dramatizing a poem</p> <p>Saying words with long and short vowels</p>	<p>→</p> <p><b>Activity 1</b>  <i>Cartwheels</i>, p. 80:            Reading a poem</p> <p><b>Workbook Activity</b>, p. 33:            Assessment – Associating sound and symbol: long and short vowels            Classifying words</p>	<p>→</p> <p>Spelling words</p>
		<p><b>Activity 2</b>            Understanding word structure – recognizing root words of plurals ending in y</p> <p><b>Workbook Follow-up</b>, p. 31:            Reading sentences</p>	<p>→</p> <p>Writing sentences</p>
<p>←</p> <p>Listening to peers</p> <p><b>Activity 4</b>            Listening to follow directions</p>	<p>←</p> <p>Discussing the topic of the essay</p>	<p><b>Activity 3</b>  <i>Cartwheels</i>, pp. 81-89:            Reading an essay</p>	<p><b>Workbook Activity</b>, p. 35:            Writing a recipe</p>
<p>←</p> <p>Recognizing /f/, /g/</p>	<p>←</p> <p>Saying words with /f/, /g/</p>	<p>→</p> <p><b>Activity 5</b>            Associating sound and symbol: /f/, /g/, gh            Recognizing silent consonants gh</p> <p><b>Workbook Follow-up</b>, p. 36:            Reading a story</p>	<p>→</p> <p>Writing answers to questions</p>
<p>←</p> <p>Listening to a poem</p>	<p>←</p> <p>Discussing the poem for choral presentation            Making a choral presentation</p>	<p><b>Activity 6</b>  <i>Cartwheels</i>, p. 80:            Preparing a poem for oral reading</p>	
<p>←</p> <p>Listening to peers</p>	<p>←</p> <p>Discussing ideas in the essay</p>	<p><b>Activity 7</b>  <i>Cartwheels</i>, p. 90:            Reading an essay</p>	
<p>←</p> <p>Listening to peers</p>	<p>←</p> <p>Discussing the unit theme</p>	<p>←</p> <p>Reading the composition</p>	<p><b>Activity 8</b>            Writing a composition</p>
<p>←</p> <p>Recognizing /ng/, /ngk/</p>	<p>←</p> <p>Saying words with /ng/, /ngk/</p>	<p>→</p> <p><b>Activity 9</b>            Associating sound and symbol: consonant combinations /ng/, ng; /ngk/, nk</p> <p><b>Workbook Follow-up</b>, p. 37:            Reading sentences</p>	<p>→</p> <p>Spelling words</p> <p>Writing words            Closing sentences</p>

<b>Activity 10*</b> Listening to a poem	Talking about the poem Discussing ways to identify words	<b>Activity 11</b> Using context <i>Workbook Follow-up, p. 38:</i> Assessment – Using the context	
Listening to peers	Discussing ideas in the essay	<b>Activity 12</b> <i>Cartwheels, pp. 91-93</i> Reading an essay	
Listening to peers	Evaluating written expression <b>Activity 14</b> Giving oral directions	Rereading the composition <i>Workbook Activity, p. 39:</i> Assessment – Understanding word structure: -er of agent	<b>Activity 13</b> Revising the composition Writing sentences
Listening to follow directions		Reading own composition <b>Activity 16</b> <i>Cartwheels, pp. 94-98:</i> Reading an essay	<b>Activity 15</b> Writing individual compositions
Listening to peers	Discussing ideas in the essay <b>Activity 17</b> <i>Workbook, p. 40:</i> Oral reading of factual material		
Listening to peers read orally		<b>Activity 18</b> Recognizing core vocabulary	Writing answers to questions
<b>Activity 19*</b> Listening to poems	Talking about poems	If needed, additional phonics lessons for review and maintenance are in the Appendix	Closing sentences Spelling Activities are detailed at end of unit

Is there a writing centre in your room?

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read book 44.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 52-54.
3. Have pupils find poems that they have enjoyed. Have them work in pairs or small groups and prepare the poems for choral presentation to the class. Some pupils may be interested in making individual presentations.

4. Have pupils look at group compositions written in other units and at stories they have read for words containing the consonant combination gh, or nk and ng. Have pupils copy the words on a sheet of paper. When pupils have collected several words, have them list their words under these key headings: ghost, laugh, dough, rink, ring.
5. Have pupils write and illustrate an essay about a person they know and the work that that person does. You may find it useful to specify how many things pupils are to write about their subject. For example, you could have pupils fold a piece of paper in quarters and write and illustrate four ideas about the topic.
6. Have pupils read stories and group compositions to one another.
7. Have pupils write riddles modelled on the poem "What Am I Doing?" (*Cartwheels*, page 80). Have them work in pairs to read and act out their riddles.
8. Have pupils work in pairs to give each other directions on how to make something (paper airplane, birthday card, puppet, paper hat, book, pencil box, etc.). Note that this activity should result in the production of a particular item. Be sure that pupils have access to the materials they will need.
9. Have pupils tape record the directions for playing a game they especially like. Have other pupils listen to the tape to see if the directions are clearly presented so that they will know how to play the game.
10. Start a bulletin board titled "People Do Interesting Things" on which pupils can display labelled pictures and photographs of various professions and occupations.
11. Pupils pair off. One pupil can be an interviewer and the other a person in his/her chosen future professions. They talk about his/her job and then reverse roles. Each child will learn about another occupation and can write what he/she has learned.  
  
Mimeograph a list of occupations and a list of objects. Pupils match them by drawing a line. Some can dress up dolls or paper dolls as a professional person and write about a day in the life of that professional.
12. Pupils can begin a file box of things to make and do. If they know how to make something simple, for example, paper flowers, they write a list of materials needed and step-by-step instructions on a file card and put it in the box. They may like to make a sample for others to see. Other pupils can look in the file and follow the instructions on their own.
13. Pupils can make model stores out of boxes. Have each decide what kind of store he/she would like to run and then build that store and write about it.

## BOOKS TO READ

1. *Pancakes, Pancakes*, Erie Carl (Knopf)  
Jack wants a large pancake for breakfast and he helps his mother prepare it – right from the start. He begins with picking the wheat.
2. *Big Joe's Trailer Truck*, Joe Mathieu (Random)  
A day in the life of a long distance truck driver.
3. *Little Farm*, Lois Lenski (Henry Z. Walch)  
Mr. Small's life on the farm.
4. *The Kids Cookbook, Yum I Eat It*, Patricia Petrich and Rosemary Daltan (Nitty Gritty Productions)
5. *Dear Garbage Man*, Gene Zion (Harper)  
Adventures of Stan – a garbage man who saves most of the garbage he collects.

6. *The Little Fireman*, Margaret Wise Brown (Scholastic)  
Story of how firemen deal with fires.
7. *What Can She Be? A Musician*, G. and E. Goldreich (Lothrop)  
Photos and story of Leslie Pearl – a musician who composes, gives concerts, and teaches.
8. *What Can She Be? A Veterinarian*, G. and E. Goldreich (Lothrop)  
Photos and story of a typical day in Dr. Penny's busy life as she cares for sick and injured animals.
9. *If I Drove a Tractor*, Miriam Young (Lothrop)  
A young boy imagines himself driving all kinds of tractors.
10. *Let's Bake Bread*, Hannah L. Johnson (Lothrop)  
Photos, instructions, and story of three children baking bread.
11. *Women at Work*, B. Allinson and J. Lawrence (Heath)  
A series of small books about women at work. They include a pilot, a dentist, a house-builder, a television producer, an artist, a fish vendor, a politician, and a veterinarian.

## Activity 1

### **Cartwheels, page 80: Enjoying a poem – “What Am I Doing?”**

attend to a poem  
make predictions  
relate personal  
experiences to topic  
of poem  
recognize  
relationships:  
sequence  
extend vocabulary  
apply procedure to  
identify words  
dramatize  
make inferences  
form sensory  
impressions  
pantomime a poem

Read the first stanza to pupils. Have them suggest answers to the question asked in the title of the poem.

Read the second stanza to pupils. Have them confirm the suggestions they made after listening to the first stanza.

Read the last stanza to pupils. Have them relate their experiences with making bread or eating freshly baked bread.

Have pupils turn to page 80 and follow in their readers as you read the poem again.

Guide pupils in noting the sequence of events in the poem.

Guide pupils' interpretation of the ideas in the poem using the following questions.

What is done to the bread before it is baked?

How can you tell when the bread is baked?

Write the following sentences on the chalkboard. Have pupils identify the underlined word and indicate the other words that helped them note the meaning of the underlined word.

The baker punched and pinched the bread dough with his hands.

He tossed and turned the dough. The baker was kneading the bread dough.

Have pupils demonstrate the actions involved in kneading bread.

Have pupils discuss these questions.

Why is the bread dough kneaded?

What happens to the dough when it is left to rest?

Why is the dough kneaded again before it is put in the oven?

Have pupils describe the smell and taste of freshly baked bread.

Read the poem to the pupils again. Have them make appropriate movements for the actions described in the poem.



relate personal  
experiences to unit  
theme

Have pupils relate the topic of the poem to the unit theme "People do interesting things." Have them note what they think is interesting about making bread. Have them describe other things that they have seen people making and indicate what they found interesting about the procedure.

**Workbook Activity, page 33: Assessment – Associating sound and symbol: long and short vowels**  
**Classifying words**

associate sound  
and symbol – long  
and short vowels  
classify words

Have pupils underline words that have the same vowel sound as the key word at the top of each list. Have pupils classify words according to categories given. Have them place the numeral of the category beside each appropriate word in the lists.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 2

**Understanding word structure – recognizing root words in derived forms in which the last letter y has been changed to i**

read sentences  
identify words

recognize root  
words ending in y

1. Before the lesson, have the following sentences on the chalkboard:

I have one puppy.

My friend has two puppies.

Mark had ten pennies.

He lost one penny.

Anne likes candy.

She ate three candies before lunch.

Have pupils read each pair of sentences and identify the underlined words.

Have pupils identify the plural forms of the words. Write the plural forms in a list on the chalkboard. Have pupils respond to these questions about each plural form:

(i) What is the root word?

Write the root word beside its plural form.

(ii) What ending was added?

(iii) What change in spelling was made before the ending was added?

(iv) Did the change in spelling change the sound of the root word?

form generalization

Have pupils form the generalization that when a root word ends in the letter y, the y is usually changed to i before the plural form es is added.

Have pupils spell the plural form for each of the following:

party   family   cherry   pony

**Workbook Follow-up, page 34: Understanding word structure – recognizing the root word in a derived form in which y has been changed to i**  
**Reading sentences**

recognize root words ending in y  
 read sentences

Have pupils write the root words for each word listed at the top of the page. Have them read the sentences and write in the missing words.

## Activity 3

**Cartwheels, pages 81-89: Reading an essay – “Making Bread and Butter”**

**Interpretation skills:** *The focus in this unit is on (i) Noting details and (ii) Understanding main idea. The interpretation skill, recognizing relationships – sequence can be reviewed using the selection “Making Bread and Butter.”*

- (i) *Noting details: Pupils should recognize the importance of noting details when they are following directions and when they are reading informational material. They should also understand that the sequence in which details are presented is sometimes very important in determining the outcome.*
- (ii) *Understanding main idea: Pupils should recognize that the main idea is an expression of the most important points about a topic. They should note the importance of the title of an informational selection in expressing the main idea.*

### Core Vocabulary

**Unit** – bread butter cup eat ready  
 turn turns warm wash water

**Review** – things about puts now turned out

### Application of known phonic and structural principles

bread ready yeast heats beats cream kneads  
 table/spoons tea/spoons butter/milk  
 boys girls things hands cups turns times pans

### Preparation for reading

Have pupils recall the poem “What Am I Doing?” and some of the ideas they discussed about making bread. Have them locate the title “Making Bread and Butter” in the Contents and discuss the main idea that it expresses. Have pupils turn to page 81. Have them note the form of the essay – photographs and accompanying text. Have them indicate why it is important to study both the photographs and the text.

Have pupils read page 81 silently. Have them identify the objects pictured at the bottom of the page.

**Note:** *If your pupils have never seen bread being made, you may wish to direct the reading of each page of the essay. Some of the pupils may not*

recall ideas about topic

use Contents

note main idea in title

recognize essay form

interpret illustrations

read silently for given purposes

know what yeast is. Perhaps you could mix a package of yeast with some warm water and have pupils observe and comment on what happens.

### Guiding the reading

Have pupils read the essay silently to find out what Brenda and Joe did when they made bread and butter.

**Note:** Observe pupils during the silent reading and make note of their silent reading behaviors. You might watch for behaviors such as: finger pointing, lip movement, head movement, sub-vocalization, inattentiveness, requests for assistance in identifying words. If pupils request assistance with words in the selection, guide them using the information given in the photographs and the context.

Guide pupils' interpretation of the essay by having them consider questions that focus their attention on the details and sequence of events in the selection.

What did Brenda and Joe do first?

Why is it a good idea to get all the things you need before you start?

Why did they wash their hands?

What ingredients were used to make the bread?

Why didn't they put all six cups of flour into the mixture at once?

What does "knead the dough" mean? (Have some pupils demonstrate kneading.)

Why is the dough kneaded?

What happens to the dough when it is left in a warm place?

What did Brenda and Joe do to the dough before they put it in the pan?

How did Brenda and Joe know when the bread was ready to be baked?

What ingredients are needed to make butter?

What is a churn? How does it work? What "tool" do you all have at home that could be used to make butter instead of a churn? (egg beater)

Why did Joe knead the butter?

Have pupils describe the smells and tastes that they think would accompany this cooking activity.

Have pupils relate the topic of the essay to the unit theme "People do interesting things." Have pupils relate some of their experiences with cooking.

### Workbook Activity, page 35: Writing a recipe

Have pupils use the essay "Making Bread and Butter" as a reference for the form of a recipe. Have them study the picture. Have them write a recipe.

### Experience extensions

1. The bread recipe given in *Cartwheels* is necessarily simple in order that pupils can enjoy reading both text and illustration. The complete recipe instructions are provided here for your convenience if you undertake baking the bread with your pupils.

use graphic aids  
and contextual cues  
to identify words

note details

recognize  
relationships:  
sequence

make inferences

form sensory  
impressions

relate essay to unit  
theme

write a recipe

bread

butter

cup

eat

ready

turn

warm

wash

water

things

about

puts

now

turned

out

## Ingredients

1 package fast-rising yeast	2 cups milk
$\frac{1}{4}$ cup warm water	$\frac{1}{4}$ cup butter
(1 teaspoon sugar added	2 tablespoons honey
helps the yeast to rise more quickly.)	2 teaspoons salt
	3 cups whole-wheat flour
	3 cups white flour

Sprinkle the yeast on top of the warm water (to which the sugar has been added, if you have used sugar). Allow yeast to dissolve.

Scald milk (but do not boil). Pour the hot milk over the butter, honey, and salt in a large bowl. Stir until butter and honey are dissolved. Cool the mixture to lukewarm. (This is important – if the milk is too hot, the heat will kill the bacteria in the yeast.)

Stir the yeast mixture and add to bowl. Stir so yeast is well blended.

Add 3 cups of flour, and beat until smooth. Stir in the rest of the flour, stirring well (or mix with hands) until flour is completely blended.

Turn the dough on to a board and knead until dough is satiny smooth and bouncy. (You may have to flour the board slightly, if dough sticks.)

Grease the inside of the bowl, replace the dough and cover with a cloth. Place in a warm place and let rise until double in bulk (about  $1\frac{1}{2}$  hours).

Remove dough from bowl, punch down, and shape into two loaves. Put the loaves into lightly greased pans, cover; let rise again until the dough is over the rim of the pan.

Preheat oven to 400 degrees. Bake bread for about 30 minutes or until loaf sounds hollow when tapped with the knuckles. Brush the tops of the loaves with melted butter, and cool on wire rack.

2. If arrangements can be made, take your pupils on a field trip to a bakery or a dairy.
3. As an ongoing activity in the unit, have pupils collect recipes for their favorite foods. Have them write and illustrate the recipes. You may wish to have pupils develop menus using the foods in the recipes. Have pupils' work on display in the classroom.

## Activity 4

### Listening to follow directions

**Interpretation skills:** (i) *Noting details*; (ii) *Recognizing relationships – sequence*.

#### listen to directions

Have pupils give examples of situations in which they have to listen to directions. Have individual pupils describe what has happened to them when they haven't listened carefully to directions.

#### note details in directions

Have pupils note the importance of listening carefully to directions and what they can do to follow directions more effectively.

#### note sequence in directions

Give each pupil a sheet of paper. Tell pupils to listen as you give the directions. Tell them that you will give several instructions at once and



they must listen to them all before beginning. Then they must follow the directions in the order in which they were given. Tell pupils that when they finish the directions they will have a recipe for pancakes. Give each set of directions once only.

- (i) Fold the paper to make four sections. Open the paper. Make a little circle in the upper left corner of each section. Number the four sections by writing 1 and 2 beside the circles in the top sections and 3 and 4 beside the circles in the bottom sections.
- (ii) In section 1, draw one cup with brown flour in it, one egg, one cup with milk in it, a spoonful of salt, and a dish with a piece of butter on it.
- (iii) In section 2, draw a mixing bowl, a spoon, a measuring cup, and a frying pan.
- (iv) In section 3, draw a mixing bowl. Put brown flour, yellow egg, and white milk and salt in the mixing bowl. Draw a spoon being used to stir the mixture.
- (v) In section 4, draw a frying pan on a stove. Draw three little pancakes in the frying pan.
- (vi) Turn your paper over. Draw a picture of you eating pancakes with butter and syrup.

Observe pupils during the activity taking note of those who are encountering difficulty. Provide these pupils with additional instruction in another lesson period.

**Note:** *You can encourage the development of good listening habits in your pupils by carefully controlling the way in which you give routine directions in the classroom. Make a point of not repeating directions for pupils. For those pupils who have difficulty following directions, have them tell what they are to do after they have listened to the instructions.*

## Activity 5

**Associating sound and symbol /f/, /g/, gh  
Recognizing silent consonants gh**

**read sentences**

**associate sound  
and symbol /f/, gh**

**recognize silent  
consonants gh**

1. Have the following sentences on the chalkboard before the lesson.

- (i) The sunlight was very bright.
- (ii) The wind sighed through the trees.
- (iii) We caught eight fish at the lake.
- (iv) How much does the bread dough weigh?
- (v) We laughed at the funny story.
- (vi) I didn't have enough money to buy a new toy.
- (vii) We wore white sheets. We looked like ghosts.

Have pupils read each sentence and identify the words containing gh. Underline the words containing gh.

Have pupils note that the consonant combination gh can represent different sounds – and no sound:

- silent gh (sentences i-iv)
- /f/, gh (sentences v-vi)
- /g/, gh (sentence vii)

write words

2. Write these words on the chalkboard: high, cough. Have pupils read the words. Have pupils identify and write the words in which the consonant combination gh in the sentences has the same sound as each key word. Remind pupils to make use of context cues and to try the various sounds represented by gh when they are trying to identify words containing this consonant combination.

**Workbook Follow-up, page 36: Recognizing variant sounds of consonant combination gh**  
**Reading sentences**

recognize silent consonants gh

Have pupils read the story. Have them mark, with the following colors, the words containing the consonant combination gh.

associate sound and symbol /f/, gh

red: words in which gh represents /f/.

understand sentences

blue: words in which gh represents /g/.

green: words in which gh is silent.

Have pupils answer the questions.

## Activity 6

**Cartwheels, page 80: Preparing a poem for oral reading – “What Am I Doing?”**  
**Making a group choral presentation**

prepare a choral presentation

Have small groups of pupils prepare the poem for choral reading to their classmates. Guide pupils in preparing their choral presentations by directing their attention to:

follow a procedure for preparing a choral presentation

- (i) actions they could use to dramatize the poem
- (ii) who will read the poem and who will perform the actions
- (iii) when their voices will be loud, will be soft
- (iv) when they will read quickly, slowly.

make a choral reading presentation

Have pupils present their choral readings to their classmates.

**Note:** *Provide pupils with sufficient time to practise so that the choral presentations have some audience appeal. You might suggest to pupils that they note how the group presentations differ and what they like about each group's presentation.*

evaluate a choral presentation

After each group's presentation, have pupils evaluate the presentation by noting what the group did to make the presentation interesting.

**Note:** *If pupils have limited experience with choral presentations, you will have to provide them with considerable guidance. You may wish to spend some time with the whole class discussing how they use their voices, and what kinds of actions are most appropriate to convey the ideas in the selection. Read passages aloud using different volumes and speeds so that pupils have opportunities to recognize some of the techniques required in choral presentations. When pupils are working on their presentations, encourage them to try things out—to experiment—and then have them decide what was most effective. If you provide the guiding suggestions and let the pupils develop their own ideas about the presentation based on these general suggestions, you'll likely find that the various groups of pupils will have quite different interpretations of the same selection.*

## Activity 7

**Cartwheels, page 90: Reading an essay – “Theresa O’Flaherty”**

**Interpretation skills:** (i) *Noting details;* (ii) *Understanding main idea.*

**Core Vocabulary:**

**Unit** – fly loves

**Review** – about people lives

**Application of known phonic and structural principles**

thought flies planes thirty when watch  
flying grow first still thinks fly

**Note:** *Theresa O’Flaherty has supplied the following brief autobiography:*

I was very young, ten or eleven, and I can remember seeing airplanes overhead and telling my parents that I wanted to be up there. At first I thought I would be a stewardess but when I thought about it, I was always the one flying the airplane. Finally I decided I was to be a pilot when I grew up.

At fifteen I managed to wangle a free airplane ride from my neighbor. It was a very small airplane and I did not feel safe at all. My fear left me as the fascination of flying took hold. Now I was quite sure flying was for me.

My first year out of high school, I signed up to get my private pilot's licence. I still lacked confidence in the aircraft but flying was now getting into my blood and becoming a part of my life. Not until my first solo flight did I realize I was hooked. I was nervous until I got on the runway and took off, all I could think of was – I CAN FLY – BY MYSELF.

After getting my private licence, I attended a two-year college program, coming out with a commercial pilot's licence – good for multi-engined aircraft and instrument flight.

After college I became a flying instructor. I taught people from ages sixteen to sixty how to fly small single-engined aircraft. During this time I continued to further my flying career and build my total flying hours.

At the age of twenty-one, I became a first officer (co-pilot) with a regional airline. At first I flew an eighteen-passenger commuter aircraft, but have recently checked out on a thirty-passenger commuter aircraft.

My Captain and I have the responsibility of giving the passengers as safe and comfortable a flight as possible. I enjoy my job and hope that sometime in the near future I will be Captain of my own aircraft.

### Preparation for reading

Have pupils locate the title in the Contents and turn to page 90. Using the picture as their clue, have pupils tell what they think Theresa O’Flaherty’s job is.

### Guiding the reading

Have pupils read the essay silently to find out why Theresa O’Flaherty is a pilot.

How does Theresa O’Flaherty feel about being a pilot?

Tell about the plane she flies.

fly

loves

about

people

lives

that

when

like

watch

never

thought

use Contents

interpret a picture

read an essay

note details

understand main idea

relate essay to unit theme

Have pupils relate the idea in the essay to the unit theme “People do interesting things.” Have them tell what they think would be exciting about being a pilot.

**Experience extension:** If arrangements can be made, take pupils on a field trip to an airport. Follow-up the field trip with activities in which the pupils illustrate and write about the interesting jobs people have at the airport.

## Activity 8

### Discussing the unit theme – “People do interesting things” Writing a composition

Have pupils recall their earlier discussions of interesting things that people do (Activity 1, Activity 3, Activity 7). Suggest to them that they develop a composition about interesting things they have observed people doing at their jobs. Encourage pupils to think about the people they have seen on their way to school (for example, road crews cleaning or repairing the streets, construction workers, a person whose car has a flat tire), or when they have been out with their parents.

Write the title “People do interesting things” on the chalkboard or on the chart paper. Have pupils read it and note that this will be the controlling idea for the composition.

Have pupils dictate sentences for the composition. Guide them in expressing their ideas clearly by using questions that elicit more information. Focus pupils’ attention on the conventions of written language as you record their dictation. Have pupils spell words, identify appropriate punctuation, and indicate where the punctuation should be used.

#### Oral reading

Have pupils read the composition orally.

## Activity 9

### Associating sound and symbol – consonant combinations /ng/, ng; /ngk/, nk

- Before the lesson, have the sentences for both part 1 and part 2 on the chalkboard.
  - We blew up a paper bag. It went BANG when we broke it.
  - We put a rag on the end of the bell. We pulled the rag and the bell rang.
  - We found a big log. It was very long.
  - We started to dig a hole. But the bell rang DING! DING! and we had to stop.
  - Mom gave me a hug when I hung up my coat.



Have pupils read the sentences and identify the underlined words. Have pupils dictate the underlined words. Write the words in two columns on the chalkboard.

Have pupils:

- read the word pairs orally
- listen for the difference in pronunciation
- identify the difference in spelling in each pair of words.

Have pupils note that the addition of the letter n changes the pronunciation of the words.

Remind pupils to look carefully at the words and to use context cues when they try to identify words such as those in the second column.

associate sound  
and symbol /ngk/,  
nk

2. (i) Thank you for the pretty ring.  
(ii) I want a drink of milk.  
(iii) The skunk got locked in the trunk.  
(iv) The little blue car said, "Honk! Honk!"

Have pupils read each sentence and identify the underlined words. Have them read each of the underlined words orally and note the pronunciation.

associate sound  
and symbol /ng/,  
ng; /ngk/, nk

understanding  
sentences

spell words

close sentences

**Workbook Follow-up, page 37: Associating sound and symbol /ng/,  
ng; /ngk/, nk  
Reading sentences  
Writing words  
Closing sentences**

Have pupils read each sentence. Have them close the sentence by writing in words that rhyme with the underlined word in each sentence.

## Activity 10

attend to a poem

**"My Uncle Dan": Listening to a poem**

Read the following selection to pupils. Discuss each section using the questions that follow it.

### MY UNCLE DAN

extend vocabulary

recall details

spell a word

My Uncle Dan's an inventor, you may think that's very fine.  
You may wish he was your uncle instead of being mine —  
If he wanted he could make a watch that bounces when it drops,  
He could make a helicopter out of string and bottle tops  
Or any really useful thing you can't get in the shops.

**Questions:**

- What is an inventor?
- What things can Uncle Dan make?
- Would you like to know someone like Uncle Dan?

But Uncle Dan has other ideas:  
 The bottomless glass for ginger beers,  
 The toothless saw that's safe for the tree,  
 A special word for a spelling bee.  
 (Like Lionocerangoutangadder),  
 Or the roll-uppable rubber ladder,  
 The mystery pie that bites when it's bit –  
 My Uncle Dan invented it.

**Questions:**

What kind of saw would be safe for a tree? Why?  
 Let's try to spell the special word for a spelling bee. Lion-ocerang-ou-tang-ad-der.  
 What kind of creature do you think a lionocerangoutangadder is?  
 How would you climb a rubber ladder?  
 What would you do with a pie that bites?  
 What do you think of Uncle Dan's ideas?

My Uncle Dan sits in his den inventing night and day.  
 His eyes peer from his hair and beard like mice from a load of hay.

And does he make the shoes that will go on walks without your feet?

A shrinker to shrink instantly the elephant you meet?

A carver that just carves from the air steaks cooked and ready to eat?

No, no he has other intentions –  
 Only perfectly useless inventions:  
 Glassless windows (they never break),  
 A medicine to cure the earthquake,  
 The unspillable screwed-down cup,  
 The stairs that go neither down nor up,  
 The door you simply paint on a wall –  
 Uncle Dan invented them all.

— Ted Hughes

**Questions:**

What does Uncle Dan look like?  
 What are some of Uncle Dan's other inventions?  
 Which invention would you like to have?

Reread the entire poem to pupils. Have them relate the idea in the poem to the unit theme "People do interesting things." Have them review some of Uncle Dan's inventions and then think of useless inventions of their own. You may wish to have pupils recall the story of "The Amazing Window-Washer" from Unit 41 and relate the characters of Professor Craze and Uncle Dan.

Have pupils draw pictures of a lionocerangoutangadder, a toothless saw cutting a tree, a person climbing a rubber ladder, and an elephant shrinker.

relate idea in poem  
to unit theme  
illustrate ideas from  
a poem

# Activity 11

## Using the context

**Note:** In Level 4 pupils were introduced to a procedure for identifying words. In this procedure the pupils are to check their ideas about the word being identified by noting whether their word choice:

- (i) makes sense in the sentence or the paragraph
- (ii) fits the structure of the sentence
- (iii) matches the phonic and structural clues.

read a paragraph

use procedure to identify words

Other lessons showed pupils how to use the context – unknown word is defined; unknown word is contrasted with known word; and familiar situation as a clue to word meaning. With these kinds of lessons and your continual encouragement to use context cues in all reading activities, pupils should be successful in applying their knowledge of context cues. This lesson reviews the use of context cues.

Have the following paragraph on the chalkboard before the lesson.

Uncle Dan likes to make things. He was an inventor. One day he invented a special kind of watch. The watch didn't break when it was dropped. It bounced up and down like a rubber ball. That's a very mysterious watch!

Have pupils read the paragraph silently and note the underlined words. Have them describe the procedure they used to identify the underlined words.

summarize a procedure to identify words

Guide pupils in summarizing the procedure for identifying words. Have them note the importance of:

- (i) reading all the sentences
- (ii) thinking what the paragraph is about
- (iii) noting the first letter in the unknown word
- (iv) noting the ending of the word.

Have pupils read the paragraph again. Have them identify words that provided them with clues to the meanings of the underlined words.

For additional review of the procedure for identifying words, you may wish to have pupils restudy page 5 in *Cartwheels*.

## Workbook Follow-up, page 38: Assessment – Using the context

use context to identify words

express personal ideas

Have pupils read the story and note the underlined words. Have them read the meanings given for each underlined word and circle the one that is appropriate for the context. Have them circle words they could not identify in the story. Discuss the exercise with them.

In another lesson period, have pupils complete these sentences in their notebooks:

- (i) The king put the bell in the tower because \_\_\_\_\_.
- (ii) The rope got worn off because \_\_\_\_\_.
- (iii) The old horse was sent away because \_\_\_\_\_.
- (iv) The king found the horse because \_\_\_\_\_.
- (v) The man took his horse back home because \_\_\_\_\_.

# Activity 12

**Cartwheels, pages 91-93: Reading an essay – “The Kite Store”**

**Interpretation skills:** (i) *Noting details;* (ii) *Understanding main idea.*

## Core Vocabulary

**Unit** – loves these

**Review** – some from made

## Application of known phonic and structural principles.

every manager store party her world over  
butterfly paper ornamental kites windsocks eyes

## Preparation for reading

Present the title. Have pupils tell what they know about kites. Have pupils locate the title in the Contents and turn to page 91.

## Guiding the reading

Have pupils note the form of the essay and the importance of reading the text and studying the pictures. You may wish to pronounce Mamiko Suzuki and have the pupils say the name after you.

Have pupils read the essay silently to find out about the different kinds of kites in the store.

Guide the interpretation of the essay using the following questions and comments that will direct pupils to note details and understand the main idea.

Why do you think a kite store was opened in Canada?

Where does Mamiko Suzuki get the kites for her store?

Have the pupils discuss the kites pictured on pages 92-93.

Which kites are made from paper?

What other material is used to make kites?

What is another name for fish kites?

Why is windsocks a good name for those kites?

Which are the biggest kites?

What is special about these big kites?

Have the pupils discuss the words ornamental and revolving.

Have pupils identify the kites they like best.

Have pupils relate the essay to the unit theme “People do interesting things.” Have them tell what they think would be interesting about working in a kite store.

## Experience Extensions

1. What fun to take pupils kite-flying! It's possible to fly a kite just on the school playground on a lovely windy day.
2. Have pupils make miniature kites. Use popsicle sticks or tongue depressors for the frame and colored tissue paper for the body of the kite.

loves

these

some

from

made

every

with

there

were

when

brought

over

use Contents

read an essay

note details

understand main idea

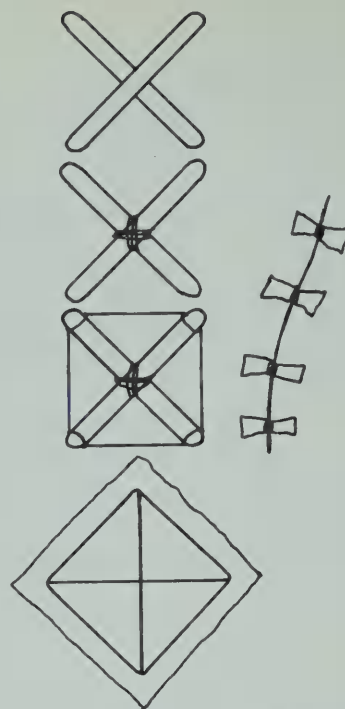
make inferences

express personal preference

relate essay to unit theme



- (i) Glue two sticks together.
- (ii) Wind string around the place where the sticks are joined.
- (iii) Put a small rubber band on the end of each stick.
- (iv) Fasten the string around the ends of sticks, catching it in each rubber band, to form the outer edge of the kite.
- (v) Cut the covering tissue paper so that it extends about 3 cm beyond the area enclosed by the string on all sides.
- (vi) Fold the edges of the tissue paper over the string. Paste the edges down.
- (vii) Make a tail for the kite by tying a string to one corner.
- (viii) Fold strips of tissue paper and attach them to the tail.



3. Have pupils draw and cut out kites with fantastic shapes, such as butterflies, dragonflies, birds, and so on. Have a "kite" display.

## Activity 13

### Revising a composition

reread a  
composition

evaluate a  
composition

revise one aspect of  
a composition

Have pupils reread the group composition written in Activity 8. Have pupils evaluate the composition by noting whether the ideas in the composition do support the idea expressed in the title.

Select one feature of the composition that needs revising. Some aspects that might be revised are:

- (i) sequence of idea
- (ii) sentence structure: combining short sentences using connectives and, but, because, so
- (iii) separating ideas in long sentences by supplying additional punctuation marks or making new sentences
- (iv) choice of words
- (v) addition of conversation (if appropriate).

Have pupils dictate new words and sentences. Have pupils read the composition with the revisions and note how the revisions improved the composition.

dictate sentences  
for recording

review procedures  
for revising  
compositions

In another lesson period, have pupils review aspects that have been revised in recent group compositions. Have pupils dictate a list of things to do in revising written work. Record the pupils' suggestions on a chart entitled "Improving Our Compositions." Display the chart in a place where the pupils can refer to it when revising individual compositions.

**Workbook Activity, page 39: Assessment – Understanding word structure; -er of agent**

Have pupils close each sentence by writing in the appropriate word and drawing a circle around the root words that told them what word to write in. Have them write sentences for each of the words given at the bottom of the page.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 14

### Giving oral directions

Have pupils discuss the importance of listening carefully to directions. Have them give some examples of directions they hear in school. For example, pupils could tell about the directions they receive in gym class, when they are in the lunch room, or when they are in language arts class.

Have pupils discuss what they would do if they had to give directions to their classmates. For example, have them tell what they would say if they wanted their group to paint a picture.

Guide pupils in noting things a person should do when giving directions:

- (i) speak clearly
- (ii) give directions once only
- (iii) have their listeners' attention.

Have the following sets of directions written on strips of paper. Give one set of directions to each pupil in the group. Have pupils study the directions. Then have pupils work in pairs to give, not read, the directions to each other. You may wish to have each pair of pupils perform the activity for the whole group so that the techniques for giving the directions can be evaluated.

Walk to the door.  
Open and close it two times.  
Hop back to your chair.  
Hop to the chalkboard.  
Write your name on the chalkboard.  
Skip back to your chair.

Walk to the chalkboard.  
Write run on the chalkboard.  
Run back to your chair.

Hop to the chalkboard.  
Clap your hands three times.  
Hop back to your chair.

Skip to the chalkboard.  
Close your eyes and turn  
around two times.  
Walk back to your chair.

Skip to the chalkboard.  
Close your eyes and write your  
name on the chalkboard.  
Open your eyes and walk back  
to your chair.

Make up other examples that are suited to your situation.

**Extra Teaching:** In another lesson period have pupils suggest sets of directions. Record their directions on strips of cardboard. Have them work in pairs to give and follow the directions.

close sentences  
understand word  
structure: -er of  
agent

write sentences

note importance of  
listening to  
directions

give examples of  
directions

note examples of  
directions

give oral directions

listen to follow  
directions

dictate directions  
for recording

## Activity 15

### Writing individual compositions

recall a poem  
write a composition  
read a composition  
relate personal  
experience

Have pupils recall the poem "What Am I Doing?" that was read in Activity 1. Read the poem to pupils. Have them note that the author gives many clues about what he is doing.

Suggest to pupils that they write individual compositions entitled "What Am I Doing?" You may wish to have them write their compositions in the same form as the poem in the reader. If so, have pupils look at the poem and note how many words are written on each line.

Have pupils who need more guidance in individual writing talk about some things they like to do or things they like to watch other people doing. Have them select a topic and briefly tell you what they can write about it. Provide pupils with guidance during the writing. Encourage them to use precise vocabulary, to check their spelling, and to proofread their compositions.

Have pupils read their compositions to one another. Some pupils may wish to dramatize their compositions.

## Activity 16

### Cartwheels, pages 94-98: Reading an essay – "Making Birch Bark Canoes"

**Interpretation skills:** (i) Noting details; (ii) Understanding main idea; (iii) Recognizing relationships – sequence.

#### Core Vocabulary

**Unit** – cuts ready uses won't worked

**Review** – from wood tree makes put up

#### Application of known phonic and structural principles

trees weeks seal seams leak  
birch bark first for over four worked

#### Preparation for reading

Have pupils tell what they know about canoes. Have them tell what kinds of materials might be used to make canoes. If pupils are not familiar with birch bark canoes, tell them that long ago the Indians in some parts of Canada used the bark from trees to make canoes. Have pupils suggest what other parts of trees the Indians might have used in making canoes.

use Contents

Have pupils locate the title in the Contents. Have them note how the title expresses the main idea of the essay.

read an essay  
use graphic and  
contextual cues  
note detail  
recognize  
relationships:  
sequence  
make inferences

## Guiding the reading

Have pupils note the importance of reading both pictures and sentences in an essay. Have pupils read the essay silently to find out how Daniel Sarazin makes birch bark canoes. Observe pupils during the silent reading. Encourage them to study the photographs as they read each page and to use context cues to help identify words.

Guide pupils' interpretation of the essay using questions and comments that consider details and sequence of ideas.

- What materials are used to make a birch bark canoe?
- What parts of a spruce tree are used in making the canoe?
- What is each part used for?
- What is the frame for the canoe?
- What is the paddle used for?
- How do you think Mr. Sarazin feels about his canoe?

Have pupils relate the idea in the essay to the unit theme "People do interesting things." Have pupils tell about other kinds of boats that people build.

Have pupils summarize the four steps in making a canoe (after the materials have been collected). Have pupils fold a piece of paper in four sections. Have them write the title "Making Birch Bark Canoes" at the top of the page. Then have them illustrate the four steps and write a sentence to accompany each illustration.

**Experience extension:** Have pupils make model birch bark canoes. Use pipe cleaners or florist's wire to make the frame for the canoe. Use construction paper for the body of the canoe, and string or wool to sew the edges together. Have pupils paint the canoes and paste on small shreds of paper so that the exterior looks like birch bark. Use tongue depressors for paddles.

# Activity 17

## Workbook, page 40: Oral reading of factual material

**Note:** Throughout Levels 2, 3, and 4 of the program, pupils have been provided with opportunities to read orally during the directed reading lessons. As a result of these experiences pupils should have developed some oral reading abilities. However, if pupils are to become effective oral readers, some carefully planned lessons are required. The purpose of this oral reading activity is to teach the skills needed for effective oral reading. Pupils should be guided to practise these skills in all oral reading activities.

Have the following sentences on the chalkboard before the lesson.

1. "Ta-rum, Ta-rum," Grandmother sang, and dusted at the same time.
2. "It's just Little Wych," she called. "May I come in?"
3. "What do you mean?" asked Mother Raccoon.
4. We say, "Not today."

cuts  
ready  
uses  
won't  
worked  
  
up  
  
these  
some  
from  
made  
every  
them  
from  
use  
won't  
work



5. "Then you should call him Siku," laughed his mother.
6. Then someone thought of making spoons. The first spoons were shaped like shells. They were made of wood or clay.

Have pupils suggest situations in which people read orally. Have pupils discuss the reasons why, in each situation, someone reads orally.

**note purposes of reading orally**

**read conversation orally**

**note standards of oral reading performance**

**read factual material orally**

**evaluate oral reading performance**

Have pupils read the first sentence on the chalkboard. Have them identify the word that tells them how to read it orally (sang). Have a pupil read the sentence orally. Use the same procedure for sentences 2, 3, 4, 5. After each reading, have pupils comment on the reading from the audience's viewpoint.

Have pupils read the last set of sentences silently. Have them note that there are no words to tell you how to read these sentences. Have pupils note that in factual material the reader must decide which points should be emphasized. Have pupils identify the important words that should be emphasized. Read the last set of sentences to the pupils. Have them note how reading factual material differed from reading the conversations.

**Note:** *You may wish to continue this activity in another lesson period.*

**establish standards of oral reading**

Have pupils turn to *Workbook*, page 40.

Use the following procedure with each paragraph.

- (i) Have pupils read each paragraph silently.
- (ii) Have them discuss the important ideas presented.
- (iii) Have each pupil underline the key words.
- (iv) Have several pupils read each selection orally.
- (v) Have pupils evaluate the oral reading performance.

Have pupils develop a list of simple standards for oral reading. For example:

1. Read so that everyone can hear you.
2. Be sure you know all the words.
3. Read about as fast as you talk.

Record pupils' suggestions on a chart and post it in the room for future reference.

**note details**

**write answers**

In another lesson period, have pupils illustrate "heeling."

**Extra teaching:** For pupils who need additional practice in oral reading, use selected parts of pages 85-97 in *Cartwheels*. Guide pupils using the procedure described for use with *Workbook*, page 40.

# Activity 18

Recognizing core vocabulary: bread butter cup cuts eat  
ready turn turns warm  
wash water won't worked  
loves these fly

read sentences  
recognize core  
vocabulary

1. Have the following sentences for both Parts 1 and 2 on the chalkboard (or duplicate for each pupil) before the lesson. Do not underline the core vocabulary.

It's fun to make bread and butter.  
Get out all the things you'll need.  
Then wash your hands in warm water.  
Now you're ready to start.  
A good churn is hard to turn.  
So we take turns mixing the butter.  
We've worked hard.  
The bread and butter are ready to eat.  
Mother cuts some big slices of bread.  
We won't wait for supper to eat bread and butter.

close sentences

Have pupils read the sentences silently. Have pupils identify the words from the core vocabulary as you name them.

2. **Word List:** loves these fly ready wash  
Do you know how to \_\_\_\_\_ a kite?  
Take \_\_\_\_\_ apples and \_\_\_\_\_ them.  
Are you \_\_\_\_\_ to read the story?  
What animal \_\_\_\_\_ to eat honey?

Have pupils read each sentence. Have them close each sentence using a word from the core vocabulary listed.

**Extra teaching:** For pupils who had difficulty identifying the unit core vocabulary, provide additional practice using group compositions and reader selections. Encourage pupils to note the core words that they have difficulty reading and to review these words independently.

# Activity 19\*

“The Balloon Man”, “A Baker”: Listening to poems

1. Have pupils listen to the following poem.

## THE BALLOON MAN

Our balloon man has balloons.	He stands on corners while they bob
He holds them on a string.	And tug above his head —
He blows his horn and walks about	Green balloons and blue balloons
Through puddles, in the spring.	And yellow ones, and red.

He takes our pennies and unties  
The two we choose; and then  
He turns around, and waves his hand,  
And blows his horn again.

— Dorothy Aldis

attend to a poem  
recall details

### Questions:

- What time of year is it?
- What colors are the balloons?
- Where does he stand?
- What does he do to attract customers?

Have pupils tell why they think the balloon man has an interesting job. Encourage pupils to learn the poem by saying it to them several times.

2. Read the following poem to pupils.

#### A BAKER

I'd love to be a baker!  
A cake and cookie maker  
I'd have a little corner cupboard  
and a pantry shelf  
I'd make a lot of wee cakes  
Some teeny, tiny tea cakes  
I'd sell a few, a very few  
And eat the rest myself!

— Carol Hurtak

### Questions:

- Why do you think the poet wants to be a baker?
- What does the baker make?
- What do you think is interesting about a baker?

Have pupils describe sights and smells they have observed in a bakery.

### Checking achievement

#### Do pupils

- show interest in reading independently?
- show an interest in writing independently?
- express ideas in an interesting manner?
- respond to each other's ideas?
- use context cues independently?
- follow oral directions accurately?
- show an interest in unit extension activities?
- participate in choral and dramatic presentations?
- express ideas in varied sentence patterns?
- use conventions of written language in independent writing?
- recognize core vocabulary?
- read silently with a high level of comprehension?
- read orally with ease?

relate poem to  
theme

attend to a poem

recall details

make inferences

express personal  
ideas

# Spelling

## Unit Words

long	love	doll
thought	do	cut
about		

## Spelling Activity 1

long  
song  
strong  
thought  
bought  
brought

1. Dictate the words at the left and check the spelling.
2. Dictate thought. Write thought on the chalkboard and have pupils check their spelling. Have pupils identify and circle the silent letters gh, and the letter combination ou. Dictate bought, brought. Check the spelling. Have pupils circle silent letters gh.
3. Dictate about and check the spelling.
4. Have pupils follow the WSP with each of the words.
5. Dictate the following sentences:  
I have a long coat.  
We thought about you.

Check the spelling of each word. Use common errors for a special review lesson.

## Spelling Activity 2

### Review

me  
men  
mom  
my  
mother

name  
never  
nice  
no  
not

1. Use the established test procedure with the words at the left (the ninth group of Level 4 words from page S30 of the pupil *Workbook*).
2. Have pupils use the WSP with any words spelled incorrectly on the pretest.
3. Have pupils select any five words from those dictated and write a sentence for each word.

## Spelling Activity 3

long  
thought  
about

1. Dictate the words at the left and check the spelling.
2. Use the WSP with any words spelled incorrectly.

### Workbook Follow-up: page S16

Review the word spellings as pupils write them. Study the directions with them and have the page completed independently. Check the exercise.



## Spelling Activity 4

do  
doll

love ←  
cut

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - double consonant in doll
  - variant sounds represented by o in do, doll, love
  - silent e in love.

love  
dove

glove ←  
above

3. Extend the spelling list by dictating the words at the left.
4. Dictate the following sentences:
  - Do you have a doll?
  - I can cut the food.
  - Do you love to sing?

Check the spelling and punctuation. Check also pupils' formation of letters; be especially alert for ones that may confuse the spelling. Provide special practice for pupils who need it.

### Workbook Follow-up: page S17

Review the spellings of the list words as pupils write them. Check their writing. Study the remaining directions with pupils and have the page completed independently. Have pupils discuss the errors they identified when they proofread their stories.

Provide additional instruction for pupils who have difficulty identifying spelling and punctuation errors. Use stories that pupils have written during the spelling lessons.

## Spelling Activity 5

1. Have pupils use the WSP with any words spelled incorrectly in the pretest in Activities 3 and 4.
2. Have pupils use the WSP with any words spelled incorrectly in the pretest in Activity 2.
3. Dictate the following sentences.
  - We love to play ball.
  - We can do it right.
  - The doll is very pretty.
  - They thought it was a monster.
  - I know about the story.
  - It is a long box.

### Workbook Activity: page S18

Study the directions with pupils and have them complete the page independently. Check the spelling with pupils, having individuals helping by writing or spelling the words. Have some pupils read their stories aloud. Check spelling of occasional words.

## Spelling Activity 6

### Review

now outside  
on over  
one play  
our player  
out ran

Follow the test procedure with the words at the left (the tenth group of Level 4 words listed on page S30 of the pupil *Workbook*).

### Workbook Activity: page S19

**Note:** *This exercise uses words that have been studied in previous units in Level 5. You may wish to remind pupils that if they are unsure of the spelling of a word, they can check the word list on Workbook, page S31. Tell them that all the answers are words they have studied in spelling.*

1. pony 2. story 3. coat 4. baby 5. box
6. spring 7. ball 8. monster 9. night 10. doll

Study the directions with pupils. Have them complete the page independently.

## Spelling Activity 7

### Assessment

doll about  
love long  
cut do  
thought

Use the established procedure.

# Unit 49

# Theme: Animal lore

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story	Developing the unit theme		
Recognizing words with /ks/, /gz/	Saying words with /ks/, /gz/	<b>Activity 2</b> Associating sound and symbol /ks/, /gz/, x <i>Workbook Follow-up, p. 41:</i> Associating sound and symbol /ks/, /gz/, x; /s/, s; /z/, s, z Reading sentences	Answering questions
	<b>Activity 3</b> Understanding alphabetical order	Reading words in alphabetical order	Writing words in alphabetical order <i>Workbook Follow-up, p. 42:</i> Writing words
Listening to a poem	Saying a poem	<b>Activity 4*</b> <i>Cartwheels, p. 99:</i> Reading a poem	
Listening to ideas of peers	Talking about a story	<b>Activity 5</b> <i>Cartwheels, pp. 100-110:</i> Reading a story	
Listening to ideas of peers	Discussing the composition	Reading the composition	<b>Activity 6</b> Writing a composition: story
Recognizing words with vowel combinations	Saying words with vowel combinations	<b>Activity 7</b> Associating sound and symbol: vowel combinations Reading sentences	Writing words
<b>Activity 8*</b> Listening to a poem	Talking about a poem		
Listening to peers' stories	Talking about a story Reading stories to peers	<b>Activity 9</b> <i>Cartwheels, pp. 111-113:</i> Reading a story <i>Workbook Activity, p. 43:</i> Reading a story	Classifying words Writing a story
		<b>Activity 10</b> Understanding word structure: suffix -ly Reading sentences	Writing root words Writing sentences
Reacting to ideas of peers	<b>Activity 11</b> Participating in a group discussion Discussing procedure used to identify words	<b>Activity 12</b> <i>Workbook, p. 44:</i> Using the context: synonym for unfamiliar word	

	Reading a poem aloud	<b>Activity 13*</b> <i>Cartwheels</i> , p. 114: Reading a poem	
<b>Activity 14</b> Listening to a story	Relating story to the unit theme		
Listening to peers read	Relating story to the unit theme	<b>Activity 15</b> <i>Cartwheels</i> , pp. 115-123: Reading a story	
			<i>Workbook Activity</i> , p. 45: Completing a crossword puzzle
Listening to peers read	Reading the composition aloud	Reading the composition	<b>Activity 16</b> Writing a composition: paragraph
<b>Activity 17</b> Listening to a story	Relating story to the unit theme	<i>Workbook Activity</i> , pp. 46-47: Reading a story	
		<b>Activity 18</b> <i>Cartwheels</i> , pp. 124-127: Reading an essay	
Listening to ideas of peers	Discussing form of an essay		
Listening to peers read	Reviewing procedure for oral reading	<b>Activity 19</b> <i>Workbook</i> , p. 48: Oral reading of factual material	
Listening to peers read	Discussing procedure for writing a composition	Reading the composition	<b>Activity 20</b> Writing a composition: informational paragraph
Listening to ideas of peers	Relating story to the unit theme	<b>Activity 21</b> <i>Cartwheels</i> , pp. 128-129: Reading a story	
		<b>Activity 22</b> Recognizing core vocabulary	Writing sentences
		If needed, additional phonics lessons for review and maintenance are in the Appendix	Spelling Activities are detailed at end of unit

Have you scheduled time for pupils to read alone?



## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read Book 45.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 55-58.
3. Have pupils read library books about animals. Have them illustrate and write sentences about the most intriguing things they learned about the animals.
4. Have pupils write informational paragraphs about their favorite animals. Have them illustrate their paragraphs.
5. Have pupils write stories about imaginary animals. Have them illustrate their stories.
6. Have pupils work in pairs to read their individual compositions to each other.
7. Provide pupils with discussion topics related to the unit theme or some issue of current interest to pupils. Have them work in small groups to discuss the topic and record some ideas that they discussed. For example, "What do animals do in the winter?" "How can people help wild animals?"
8. Have pupils list all the animals that they can think of under the headings "Tame Animals" and "Wild Animals." Have them arrange the names of the animals in alphabetical order.
9. Have pupils work in pairs to make an alphabetical list of the first names of their classmates.
10. Have pupils refer to group compositions, individual compositions, and selections they have read to find words that contain the vowel combinations ei and ie. Have them list the words on a chart. Have them write sentences using words from the list.
11. Have pupils read poems about animals. Have them learn to say some of the poems. In other lesson periods provide time for pupils to say the poems they have learned to their classmates.
12. Pupils can draw or cut out a picture of their favorite animal and write words that describe how it feels, sounds, moves.
13. Children can classify animals in lists according to their habitat – air/land/sea, or covering – fur/feather/scale/skin.
14. Pupils can write out the alphabet and beside each letter write the names of animals that begin with the letter.

## BOOKS TO READ

1. *Tulip and the Morning Sun*, Wesley Dennis (Viking)  
Tulip, a colt, is sent out to find a spring and to talk to a beautiful wood duck so that the other farm animals can sleep.
2. *Veronica*, Roger Duvoisin (Knopf)  
Story of a hippo that leaves the mud of the river bank to find adventure in the pink-and-white city.
3. *Lion*, William Penè du Bois (Viking Press)  
At an animal factory high in the clouds, winged artists invent new animals.
4. *Timothy Turtle*, Al Graham (Viking Press)  
Story in verse of a turtle who is not content with life on the river bank and decides to become an adventurer.
5. *How, Hippo*, Marcia Brown (Scribner)  
Life of a baby hippopotamus in the cool river.

6. *I Went to the Animal Fair*, William Cole (Collins)  
Anthology of animal poems.
7. *Mousekin's Woodland Sleepers*, Edna Miller (Prentice)  
Mousekin sees how his friends live during winter.
8. *The Big Snow*, Bertha and Elmer Hader (Scholastic)  
A Caldecott Medal Winner of the arrival of winter in the meadows and forest and its effect on the animals.
9. *The Owl and the Woodpecker*, Brian Wildsmith (Oxford) The owl was losing sleep because the woodpecker pecked all day long. Owl becomes bad-tempered through lack of sleep and bothers the other animals until they decide something must be done. Two beavers, strangers to the forest, help solve Owl's problem.
10. *Detective Mole*, Robert Quackenbush (Lothrop)  
The adventures of Detective Mole who solves one case after another.
11. *"Stand Back" Said the Elephant "I'm Going to Sneeze!"* Patricia Thomas (Lothrop)  
The animals beg the elephant not to sneeze because her sneeze is like a hurricane.
12. *Parrakeets*, Herbert S. Zim (Morrow)  
Information about how to raise, train, and breed parrakeets.
13. *Animals and Their Ears*, Olive L. Earle (Morrow)  
Information about the wide variety of animals' ears.
14. *Animal Travellers*, David Swift (Morrow)  
Information about animal migration.
15. *How the Pelican Got Its Baggy Beak*, Joey Hildes (Peguis)  
A story written by a ten-year-old boy.
16. *A Dog – Un Chien, Olive*, Phillip Stratford (Tundra)  
A dachshund worries about the problems presented by her long body.
17. *A Toad – Un Crapaud, Bufo*, Marla Stevenson (Tundra)  
Bufo the toad eats a marshmallow.
18. *An Elephant – Un Elephant, Ella*, Andrews and Bonn (Tundra)  
Ella helps the other animals stay dry in the rain.
19. *A Moth – Une Mite, Pouf*, Angeles and Araneus (Tundra)  
Information about moths.
20. *Five Little Pigs*, Helen Piers (Methuen)  
Photographs and story of five pigs who go adventuring on the farm in search of one another.
21. *The Inquisitive Calf*, Helen Piers (Methuen)  
Photographs and story of a calf that explores the farm and ends up going to school.
22. *The Kitten Who Couldn't Get Down*, Helen Piers (Methuen)  
Photographs and story of a kitten stuck on the roof.

# Activity 1

## “Whitetail the Fawn”: Listening to a story

**Interpretation skills:** The focus in this unit is on (i) Drawing conclusions and (ii) Distinguishing fact, fiction, and fancy.

- (i) *Drawing conclusions:* Listening and reading experiences should provide pupils with opportunities to extend their knowledge. In developing the skill of drawing conclusions, the listener or reader is guided in organizing and relating information to form new ideas or generalizations. These new ideas should be based on adequate evidence that the listener/reader can refer to in the communication or can relate from knowledge acquired in prior experiences.
- (ii) *Distinguishing fact, fiction, and fancy:* Pupils have had many opportunities in previous units of the program to distinguish fact, fiction, and fancy. A brief review of this interpretive skill will likely be adequate for most pupils.

**Note:** Instead of using this listening selection as the motivator for this unit, you may wish to use a film or a collection of pictures about animals. Have pupils study the visual aids and guide the discussions so that the pupils note a variety of ideas that relate to the unit theme “Animal lore.”

Read the following selection to pupils. Use the questions and activities following each section to guide pupils in the interpretive skill of drawing conclusions.

### WHITETAIL THE FAWN

attend to a selection  
make inferences  
draw conclusions  
make predictions

Whitetail the fawn remained motionless, not even blinking his eyes as the lynx circled the bush for the third time. Growing more curious by the minute, the baby deer fought a powerful urge to lift his head and study the strange creature more fully. A tremor of excitement rippled along his silky flanks, but to an observer there was nothing moving within the bush at the edge of the cedar thicket.

Closer and closer padded the wild cat. He knew the doe's fawn was somewhere near the cedars. Locating it was more than a problem. His tufted ears twitched. Sniffing the warm spring air once more and smelling nothing to tell him where the fawn was, he turned and disappeared into the brush.

The big cat was hardly out of sight when the young deer gave in to his curiosity, and raised his head. Fortunately, he moved at a time when no enemy eyes watched him. Fortunately, too, three important things had helped to keep him safe. Whitetail's reddish coat, spotted with white, matched his surroundings perfectly; he could lie perfectly still; and he did not have a scent yet that was strong enough to be smelled by his enemies.

#### Questions:

- How does the Whitetail feel?
- How do you know?
- What was the wild cat doing?
- Why was Whitetail safe?

(List on the chalkboard the supporting evidence for the response to the last question. Have pupils note how each factor helped to protect Whitetail from the wild cat.)

Ten minutes later the mother deer, who had been standing silently in a nearby hollow, approached the fawn and immediately pushed him to the ground. Although she was displeased with the baby deer's actions, she nuzzled him gently, and washed his tiny body with her black tongue.

When she'd left Whitetail half an hour earlier to feed near a distant stream, he could not walk. Now, she discovered, he was able to stand and wobble about. For the first time since his birth three days ago, the fawn could stand and drink her milk. How excited he was as he made his way beneath her and swallowed the warm liquid!

Three hours later, feeling certain Whitetail would not disobey this time, the doe got up and stood over the small baby. She snorted, telling him to stay and not move until she came back.

**Questions:**

Why was the mother deer displeased?

Why didn't the mother deer take Whitetail with her?

Do you think Whitetail will stay and not move until his mother comes back? Why?

Now that he had discovered he could walk and explore a little, Whitetail was not content to lie in the bush and watch the mosquitoes swarm about in the nearby cedars. He raised himself to his feet with some effort and shuddered. Feeling stronger now, he made several steps outside the hiding place.

He moved slowly into the centre of the cedar grove, sniffing the damp forest floor, cocking his head to listen to a pair of scolding chipmunks — and trying to find his feeding mother.

In a matter of minutes, the little deer was tired and had to lie down in the middle of the thicket. He struggled to his knees, then fell on his stomach again as he saw a huge shadow swoop across the clearing outside the cedars.

**Questions:**

(Have pupils check their prediction about Whitetail obeying his mother.)

Why did Whitetail get tired so quickly?

What do you think the shadow is? Why?

He had no way of knowing the owner of the shadow was a bald eagle and that the big bird was perched in a tall pine waiting to pounce on the first thing that moved!

Breathing rapidly, the fawn lifted himself from the moist ground. Hesitating, he looked at the blue sky on the far side of the thicket ahead of him. Should he explore that part of the thicket? Was his mother there?

Interested in finding out what lay ahead of him, the young deer continued on through the cedars. He made very little progress, having to stop and rest every few moments. The clearing seemed so far away. And all of a sudden he felt very much alone. He missed his home among the bushes.

He must return to his hiding place — and to his mother.

But the sun had already gone down and it was hard for the little deer to recognize where he was. Confused, he searched for his home, the one place where he felt secure.

Bleating softly, he staggered into the clearing.

**Questions:**

(Have the pupils check their predictions about the shadow.)

Was Whitetail in trouble?

How do you know?



Without any warning the bald eagle swooped down from his perch in the pine and dived on the unsuspecting fawn. The huge bird's talons were extended and ready to grasp the small animal. His beak, curved like a powerful hook, opened and shut with a loud snap!

Whitetail remembered how his mother always pushed him to the ground. He crouched to the damp earth and froze. He felt something sting his shoulder — and then there was a loud scream above him.

#### Questions:

(Have the pupils recall the factors that had made Whitetail safe from the wild cat.)

Why wasn't Whitetail safe from the eagle?

Do you think Whitetail will be saved?

The doe had returned to her bush home and had found her fawn gone. She began searching, knowing Whitetail could not travel far. Luckily she found him just as the eagle was striking. Slashing viciously with her front hooves, she fought the huge bird off.

Whitetail was not hurt, other than a minute scratch on his shoulder. But he was trembling violently. Letting him lie where he was, the doe licked him about the face and cleaned his scratch thoroughly.

Under the cover of darkness, the mother and her fawn made their way to a new hiding place. Whitetail snuggled against his mother and drank greedily.

Too excited to sleep, the little fawn listened to the doe chew her cud. It was a wonderful feeling, being here with his mother, and knowing she would always take care of him if he obeyed.

From now on he would do what she told him to do.

— Howard Collins

#### Questions:

How did Whitetail's mother fight the eagle?

How did Whitetail feel? How do you know?

Why did Whitetail and his mother find a new hiding place?

Was the doe a good mother? How do you know?

Have pupils tell about different animals and the ways in which they are naturally protected from their enemies. Have pupils note ways in which animals defend themselves or their young from enemies.

**Experience extension:** Have pupils work in groups to prepare pantomime presentations of the selection. Before placing pupils in groups, guide a discussion about the events to be pantomimed. You may wish to tape record the selection so that pupils can review the content during the preparation of the pantomime. Circulate among pupils providing them with assistance in making more effective use of their bodies in expressing the ideas and feelings from the selection.

Have pupils present their pantomimes. Have pupils note the differences among the presentations and tell what they found effective in each group's presentation.

discuss ideas  
related to unit  
theme

prepare a  
pantomime  
presentation

present pantomime

evaluate a  
pantomime

# Activity 2

## Associating sound and symbol /ks/, /gz/, x

Before you begin the lesson, have the following sentences for Parts 1 and 2 on the chalkboard.

1. Dixie's older brother is sixteen years old.  
Max wanted to make a box.  
Rex slipped on the waxed floor.  
We saw six red foxes at the zoo.  
A pixie is a make-believe creature.  
There were sixty axes in the hardware store.  
I'll mix some yellow paint. Then I'll fix the spot on the wall.

Have pupils read the sentences silently. Have individual pupils read each sentence aloud.

read sentences  
associate sound  
and symbol /ks/, x  
interpret sentences

Have pupils identify the sound represented by the letter x in each underlined word. Have pupils review the symbol and sound relationship in the underlined words by stating that:

- (i) all the words contain the letter x  
(ii) the letter x represents the same sound in all the words.  
(iii) the letter x represents the sound ks.
2. We want to exhibit our paintings. We'll hang them in the hallway.  
I went to the dentist. He examined my teeth.  
Bob had a new bike. He showed it to Jack. He said, "This is the fastest bike in the world." Jack said, "I think you are exaggerating!"

Have pupils read the sentences silently. Have them identify the underlined word in each sentence and explain the procedure they used. Have pupils read each sentence aloud. Have pupils say the words: exhibit, examined, exaggerating. Have them identify the sound represented by x in each word.

Have pupils note that the letter x can represent two sounds—/kx/ and /gz/.

3. Write the key words box and exhibit on the chalkboard. Have pupils pronounce the following words after you and indicate whether the word contains /ks/ as in box or /gz/ as in exhibit.  
Write the words under the appropriate key words.

extra	exam	extinguisher	exercise
exhausted	excuse	expensive	exasperate
exactly	excavation	example	excited

Have pupils read each list of words.

## Workbook Follow-up, page 41: Associating sound and symbol /ks/, /gz/, x; /s/, s; /z/, z Reading sentences

associate sound  
and symbol /ks/,  
/gz/, x; /s/, s; /z/,  
s/, z

Have pupils read each sentence and circle words with x, s, or z using the color code given with the key words at the top of the page.

Have pupils read each sentence and circle "yes" if it could be true and "no" if it could not be true.

# Activity 3

## Understanding alphabetical order

**Note:** Knowledge of alphabetical order is an important skill in using dictionaries, telephone books, card catalogues, encyclopedias, and other materials in which information is arranged alphabetically. Before pupils can be expected to use the idea of alphabetical order, they must be thoroughly familiar with the alphabet itself. They should be able to identify quickly which letter comes before or after another. From the following activities, you will want to select those that are most appropriate for the pupils. These activities should be used in several different lesson periods.

### say alphabet

Have pupils review the alphabet by saying it and writing it.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

### identify letter before or after a given letter

Provide pupils with many short practices in quick recall of the letter that comes before or after another.

(i) Use letter cards.

Show a letter card and have the pupils write the letter that comes before the one on the card. Repeat this procedure for several letters. Use the same procedure to have pupils write the letter that comes after the letter on the card.

(ii) Have pupils say or write their answers to questions such as:

Which letter comes before t?

Which letter comes after m?

(iii) If you have the letters of the alphabet displayed in your classroom, make a regular practice of covering or removing some of the letters. Have pupils identify which letters are missing.

### locate letters in different sections of the alphabet

Have pupils locate letters within a particular section of the alphabet. Write the four divisions of the alphabet on the chalkboard.

(i) a b c d e f g    (ii) h i j k l m n    (iii) o p q r s t    (iv) u v w x y z

Have pupils say each set of letters. Name some letters. Have pupils tell in which part of the alphabet the specified letters occur.

### examine materials arranged alphabetically

Have pupils examine some materials that have information arranged in alphabetical order – picture dictionaries, class list, telephone directories, etc. Have pupils note that the information is arranged in alphabetical order.

### recognize alphabetical arrangement

Have pupils note that we can arrange words in alphabetical order by looking at the first letters of the words.

Write these words on the chalkboard: bird    arm    car. Have pupils identify the first letter of each word. Have them identify the order of those letters in the alphabet. Have pupils dictate the words in alphabetical order. Write each word as pupils say it.

Repeat the procedure using the following words.

cup after before branch change  
ate don't again didn't began children

### Workbook Follow-up, page 42: Understanding alphabetical order Writing words

In the first section, have pupils write the words in each box in alphabetical order. In the second section, have pupils complete each line by writing in words that keep the alphabetical order.

**Extra practice:** For pupils who had difficulty with this exercise, provide additional instruction using exercises like the following.

Write in alphabetical order the names of  
four of your friends  
three animals  
four things you'd like to eat.

## Activity 4\*

### *Cartwheels*, page 99: Enjoying a poem – “Necks,”

Have pupils describe what they have noticed about the necks of different animals. Read the poem “Necks” to pupils.

Have them turn to page 99 in *Cartwheels* and read along as you say the poem again.

Have pupils suggest other words that could be used to describe the necks of the animals mentioned in the poem. Have pupils consider the appropriateness of the words “a neck and a half” for describing the giraffe.

Have pupils work in pairs to learn to say the poem.

**Experience extension:** Use the sentence patterns from the poem “Necks” for a writing activity.

The \_\_\_\_\_ has a neck that is \_\_\_\_\_ .  
The \_\_\_\_\_ has one that is \_\_\_\_\_ .  
But the \_\_\_\_\_ .  
Has a \_\_\_\_\_ .

Have pupils suggest other animals and words to describe those animals' necks. Have pupils complete the sentence patterns using other animals' names. Have pupils illustrate their poems.

Instead of using “necks” as the topic for writing, you may wish to use animal tails or animal ears.



# Activity 5

## **Cartwheels, pages 100-110: Reading a story – “How the Giraffe’s Cold Was Cured”**

**Interpretation skills:** (i) *Drawing conclusions*; (ii) *Distinguishing fact, fiction, and fancy*.

### **Core Vocabulary**

**Unit** – neck long group near laugh

**Review** – night noise until animals  
know laughed head around

### **Application of known phonic and structural principles**

coughed cough frightened fright laughing caught  
laugh laughing straight straighten long king  
meeting making hanging trying things  
tongue bring anything think thank

### **Preparation for reading**

Have pupils recall the poem “Necks” and the description of the giraffe’s neck. Have pupils comment on the problems that would arise if a giraffe had a sore throat. Present the title and have pupils make predictions about curing a giraffe’s cold.

### **Guiding the reading**

Have pupils locate the title in the Contents and turn to page 100. Have them read the story silently to find out how the animals tried to cure Ginny Giraffe’s cold. Remind pupils to use contextual and phonic cues when they identify words. For some pupils you may wish to review the procedure to be used in identifying words.

Observe pupils during the silent reading, making note of those pupils who exhibit inadequate behaviors, such as head movement, pointing, and vocalizing. Provide assistance as needed in applying the procedure to identify words.

Guide pupils’ interpretation of the selection using questions that will encourage the development of the interpretive skills – drawing conclusions, and distinguishing fact, fiction, and fancy.

**Note:** *When a reader draws conclusions, he/she should be able to find supporting evidence in the selection. You may find it useful to list on the chalkboard the supporting facts as pupils identify them. Then have pupils review the evidence to note whether it supports the conclusion that has been reached.*

How did the animals feel about Ginny Giraffe?  
How do you know? (List supporting evidence on the chalkboard.)  
How was Zebra’s group going to cure Ginny’s cold?  
Why didn’t that cure work?  
Why couldn’t Ginny use the gargle?  
Why did the animals laugh at Tiger’s ointment?  
Why did the animals say unkind things about Ginny?

express personal  
ideas about story  
topic

make predictions

use Contents

read a story

use procedure to  
identify words

draw conclusions

note details

make inferences

distinguish fact,  
fiction, and fancy

How did Ginny feel?  
 How did Dr. Hippo and Maria Monkey try to cure Ginny's cold?  
 What problems did they have?  
 What cured Ginny's cold?  
 Do you think that's a good cure for a cold? Why?

Have pupils relate the story to the unit theme "Animal lore" by noting features of the selection that indicate that it is about make-believe animals.

**Experience extension:** Have pupils prepare a dramatization of the story. Guide them in the preparation of the dramatization by directing their attention to:

- (i) how many people will be needed
- (ii) what role each person will be responsible for
- (iii) what actions will be used to convey feelings
- (iv) what kinds of voices will be needed for the different animals
- (v) what items could be used as props.

Encourage pupils to try different actions, voices, etc., so that they can select the most effective ways of dramatizing the story. After pupils have had sufficient time to prepare the dramatization, have them present it to their classmates or to pupils from another classroom.

## Activity 6

### Writing a composition: imaginary story

Have pupils recall the story "How the Giraffe's Cold Was Cured." Have them review the features of the story that made it an imaginary or make-believe story. Suggest to pupils that they develop an imaginary story titled, "How the Alligator's Toothache Was Cured."

Guide pupils in planning the story by prompting them to think about:

- (i) where the story happened
- (ii) who tried to help the alligator
- (iii) what they did to help the alligator
- (iv) what cured the toothache.

As pupils suggest ideas for the story, you may wish to record them in point form on the chalkboard. Before pupils begin dictating the group composition, have them review the points and delete any that are not appropriate.

Have pupils dictate the story. Involve pupils in writing the story by having them spell familiar words; identify word endings (for example, changing y to i before adding ly, es); and identify punctuation to be used (for example, quotation marks). When the composition is completed, have pupils read it silently.

**Extra teaching:** Use the story in another lesson period for an activity in revising written expression.

Have pupils read the story and evaluate it by considering the following points.

neck  
long  
group

near  
laugh

night  
noise  
until  
animals

know  
laughed  
head  
around

had  
what  
that  
was  
ask  
move  
would  
just  
began

recall a story  
 review features of  
 imaginary stories  
 develop an  
 imaginary story  
 dictate sentences  
 for recording  
 identify conventions  
 of written language  
 read a story  
 read sentences  
 use phonic and  
 contextual cues to  
 identify words

Does the story have an interesting beginning?  
Do the events happen in a sensible way?  
Do the words help us to get a mind picture?  
Is the conversation interesting?  
What is good about the ending?

## Activity 7

**Associating sound and symbol – vowel combinations /ē/, /e/, ie; /ī/, /i/, ie; /ā/, ei**

associate sound  
and symbol /ē/, /e/,  
/ī/, ie

associate sound  
and symbol /ā/, /ē/,  
ei

Have the following paragraphs on the chalkboard before the lesson.

My friend and I went on a picnic.  
We found a good place in a field.  
We ate fried chicken and big pieces of apple pie.  
Then we went to look for some berries to pick.  
Suddenly we heard a noise.  
A dog was growling at us.  
It was a fierce dog.  
We were scared so we ran home.  
Mother said, "What mischief did you get into today?"

My neighbor received a huge package.  
It came on the railway in a freight car.  
The package weighed a lot.  
Eight people tried to lift it, but they couldn't make it move.  
At last the package was open.  
A pretty red and black sleigh was inside.  
The sleigh almost reached the ceiling of the garage.

Have pupils read the first paragraph silently. Have individuals tell what the paragraph is about. Have pupils:

- (i) identify each underlined word
- (ii) identify the vowel combination ie that occurs in each word
- (iii) identify the vowel sound that ie represents in each word.

List the words in groups according to the vowel sound represented by ie.

/ē/ ie	/e/ ie	/ī/ ie	/i/ ie
field	friend	fried	mischief
pieces		pie	
berries			
fierce			

Have pupils read each list of words. Have them note that the vowel combination ie can represent several sounds, but that /ē/ is the most common sound represented by ie.

Repeat the procedure using the second paragraph. The sounds represented by the vowel combinations ei and ie are:

/ā/ ei	/ē/ ie
neighbor	received
freight	ceiling
eight	
sleigh	

Have pupils note the importance of trying more than one pronunciation and using the context to identify words.

Provide pupils with copies of the following exercise. Have them complete it independently.

1. There were eight reindeer pulling the sleigh across the field.
2. We believe the pie will be cooked before you leave. Then you can have a piece.
3. My niece put a piece of clay on the ceiling.
4. Our neighbor has a fierce dog. He keeps it tied up in the back yard.

Key words: me   like   cake   send

Have pupils read each sentence and underline all the words with ei and ie. Have pupils write the ei and ie words under the key word that has the same vowel sound.

**Extra teaching:** If you have observed pupils having difficulty with r-controlled vowels or other vowel combinations (ou, ow, oi, oy, oa), provide additional instruction using lessons in the Appendix.

## Activity 8\*

### “Mice”: Listening to a poem

**Interpretation skill:** *Drawing conclusions.*

Read the following poem to pupils. Have them listen to decide whether they agree with the author.

#### MICE

I think mice  
Are rather nice.  
Their tails are long,  
Their faces small,  
They haven't any  
Chins at all.  
Their ears are pink,  
Their teeth are white,  
They run about  
The house at night.  
They nibble things  
They shouldn't touch  
And no one seems  
To like them much.

But I think mice  
Are nice.

— Rose Fyleman

Have pupils identify the ideas the author has given to support her point of view that mice are nice. Have pupils indicate why they agree or disagree with the author's point of view. Have them give reasons from the poem and their own experience to support their point of view.

Have pupils relate the idea in the poem to the unit theme “Animal lore.” Have them suggest other animals that would think mice are nice.

attend to a poem  
recall details  
draw conclusions

relate idea in poem  
to unit theme



# Activity 9

**Cartwheels, pages 111-113: Reading a story – “Why the Beaver Has a Broad Tail”**

**Interpretation skill:** (i) Drawing conclusions; (ii) Distinguishing fact, fiction, and fancy.

## Core Vocabulary

Unit – tail

**Review** – water knew new turned noise

## Application of known phonic and structural principles

happily quickly around out sound about how

## Preparation for reading

Tell pupils that a long time ago people made up stories about how different animals acquired distinctive features such as broad tails, stumpy tails, spots, or stripes. Explain that these stories were told to children by older people in the family or the community. Note that some of these stories have been written and re-written by many people.

Present the title. Have pupils tell what they know about beavers and muskrats, and make some predictions about how the beaver got a broad tail.

## Guiding the reading

Have pupils locate the title in the Contents and turn to page 111. Have them read the story silently to find out how the beaver got a broad tail. Observe pupils during the silent reading, providing direction as needed in the use of contextual cues to identify words.

Guide a discussion of the story using questions that will assist the pupils in using the story details to draw conclusions.

What word would you use to describe the beaver? the muskrat? Have pupils give examples of the beaver's behavior and the muskrat's behavior that justify the word used to describe each animal.

**Note:** You may wish to list the pupils' suggestions on the chalkboard. At the conclusion of the discussion, you could have pupils study the words and classify them.

Do you think the beaver and the muskrat are friends?

How do you know?

Why was the muskrat unhappy?

Do you think the muskrat would try to get his tail back? Why?

Have pupils relate the idea in the story to the unit theme “Animal lore.”

Have pupils discuss whether this is a true or make-believe story.

## Workbook Activity, page 43: Reading a story Writing a story

Have pupils read the story and write their own version of it. Have pupils share their stories by reading them orally.

**Note:** This story was written by a child.

express personal  
ideas about story  
topic

use Contents

read a story

use contextual cues

note details

draw conclusions

relate story to unit  
theme

distinguish fact,  
fiction, and fancy

read a story

write a story

read a story orally

tail

water

knew

new

turned

noise

one

play

what

around

listen

nice

doesn't

over

out

couldn't

quick

again

just

## Activity 10

### Understanding word structure – root words that end in y to which suffix -ly has been added

read sentences

identify suffix -ly

recognize root words ending in y with suffix -ly added

define words

Have the following sentence pairs on the chalkboard before the lesson.

The children were happy.

They played happily on their way to school.

The baby bird was sleepy.

It sat sleepily on the branch.

This story is easy.

I read it easily all by myself.

Have pupils read each pair of sentences. Have them:

- (i) identify the suffix that has been added to each root word
- (ii) identify how the root word was changed
- (iii) define each word with the suffix -ly.

spell root words

compose sentences

Write the following words on the chalkboard. Have individual pupils write the root words on the chalkboard.

prettily   carefully   slowly   merrily

nearly   quietly   steadily   gaily

Have pupils use some of the words from the list above in sentences.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 11

### Participating in a group discussion

participate in a group discussion

clarify discussion topic

respond to peers

summarize ideas

Have each group of pupils review the features of a successful discussion.

Have pupils discuss this topic.

Why are there DO NOT FEED THE ANIMALS signs in parks and zoos?

**Note:** For some groups you may wish to sit with pupils providing them with guidance in focusing on the topic, responding to each other's ideas, and contributing to the discussion. Tape record the discussion sessions of groups whose members are having difficulty with the techniques of discussion. Have pupils listen to the tapes and with your guidance make evaluative observations. In the next discussion activity, have pupils work to improve one feature of their discussion.

Have each group summarize the ideas they discussed by dictating them to the group recorder. Have the ideas recorded on large sheets of paper containing the heading "Do Not Feed The Animals." Use the charts to have pupils from different groups compare their ideas about the topic.

evaluate discussion

Encourage pupils to evaluate the group discussion in a constructive way. Have them suggest ways in which they can help each other to work well in a discussion group.

## Activity 12

### **Workbook, page 44: Using the context – synonym is given for unfamiliar word**

review procedure to identify words

recall story details

read a story

use contextual and phonic cues to identify words

identify synonyms

Have pupils review the procedure used to identify words.

Have pupils recall the story, "Whitetail the Fawn," that they heard in Activity 1. Tell them that the story on *Workbook*, page 44 is about a curious fawn like Whitetail.

Have pupils turn to *Workbook*, page 44 and read the story. Have them circle words that they cannot readily identify.

Have pupils note the underlined words. With each word, have pupils:

- (i) pronounce it
- (ii) describe the procedure they used to identify it
- (iii) tell what the word means
- (iv) identify other words that convey the same meaning as the underlined words.

On the chalkboard, list the words that pupils circled. Have pupils who recognized the words tell what the words are and how the words can be identified.

note details

make inferences

In another lesson period, have pupils answer these questions about the selection.

Why did the wild cat go away?

How did the fawn feel when the eagle attacked him?

How did the mother deer take care of the fawn?

What do you think the fawn learned from this experience?

## Activity 13\*

### **Cartwheels, page 114: Reading a Poem – "The Frog on the Log"**

attend to a poem

read a poem

pantomime a poem

say a poem

Have pupils turn to page 114. Have them read the poem to themselves. Then have pupils read the poem aloud with you. Have some pupils pantomime the poem as other pupils say it. Have pupils work in pairs to learn to say the poem.

**Experience extension:** Use the sentence patterns in this poem as models for a writing activity. Have pupils produce a group poem or individual poems using these patterns. You may wish to record the key sentence parts on chart paper. For example:

There once

Was a . . .

The materials could be used by pupils in independent activity periods.

# Activity 14

## “Why the Zebra Has Stripes”: Listening to a story

**Interpretation skills:** (i) *Drawing conclusions*; (ii) *Distinguishing fact, fiction, and fancy*.

Have pupils recall the story “Why the Beaver Has a Broad Tail.” Tell them that the story you’re going to read to them is also about how an animal got some distinguishing marks.

Read the following story to the pupils.

### WHY THE ZEBRA HAS STRIPES

Once upon a time when zebras had suits that were as black as night, there lived a spoiled young zebra. The youngster demanded a pair of pyjamas because his suit was always dirty.

For his birthday, his mother gave him a pair of black pyjamas but this did not satisfy the young zebra. He wanted white ones. To settle it all, Dad stepped in and said, “Get him a pair of black-and-white striped pyjamas.”

He finally got them.

One night when they were camping near a fast-currented river, young zebra took off his suit and laid it near the river. The next morning when he awoke no black suit was anywhere to be found. But, an awfully embarrassed little zebra was seen wearing his black-and-white striped pyjamas.

From then on, all zebras have to wear their pyjamas because of one spoiled little zebra.

— Debra Walker

Guide pupils’ interpretation of the selection using questions and comments that provide opportunities for them to draw conclusions.

### Questions:

- How did the young zebra’s parents feel about him?
- How do you know? (List evidence on the chalkboard).
- Would you say that the little zebra was spoiled? Why?
- What do you think the other zebras thought when they saw the young zebra in his black-and-white pyjamas?

Have pupils relate the idea in the story to the unit theme “Animal lore” by having pupils suggest titles for stories about how other animals got their distinguishing features. For example:

- Why the pig has a curly tail.
- Why the bee has a buzz.
- Why the giraffe has a long neck.
- Why the buffalo has a hump.

### Experience extensions:

1. Read other folk tales about animals to pupils. For example:
  - Why the Bear Has a Stumpy Tail.
  - How the Camel Got His Hump.
  - How the Leopard Got His Spots.
2. Have pupils write group or individual compositions using the titles suggested in the discussion at the conclusion of Activity 14.

attend to a story  
note details  
draw conclusions

relate story to unit  
theme



# Activity 15

**Cartwheels, pages 115-123: Reading a story – “The Frog”**

**Interpretation skills:** (i) *Drawing conclusions*; (ii) *Distinguishing fact, fiction, and fancy.*

## Core Vocabulary

**Unit** – long laugh drank drop

**Review** – animals back found ran water

## Application of known phonic and structural principles

thirsty very everywhere every funny  
prickly silly slowly dry by  
puddles ponds creeks rivers lakes trees  
leaves birds animals hollows somersaults tricks

## Preparation for reading

Tell pupils that this is a folk tale from Australia. Present the names of the animals in the story to pupils. Have pupils tell what they know about each animal. Provide them with information about the animals that are not familiar.

**Note:** *Although the reader selection is a folk tale, it is based partially on fact. In Australia, there is a water-holding frog which natives use for a source of water. General information about the animals indigenous to Australia and mentioned in the selection follows.*

**Desert Frog:** Most frogs live in cool, moist places to stay damp. This is important because frogs breathe through their skin as well as through their lungs. Frogs can only breathe through their skin when it is damp.

But some frogs live in desert areas and have had to adapt to the dry conditions. The desert frog of Australia drinks a lot of water, then digs down about a foot, near a waterhole. The soil remains damp and the temperature is steady. The frogs are comfortable and they can absorb water through their skins. To keep their bodies from drying out, desert frogs make very thin cocoons for themselves, by shedding the outer layer of skin – all except for the nostril area, which stays attached. This creates a little space between the frog and the skin cocoon. Water accumulates in this space, and keeps the moisture inside the body. Desert frogs stay underground, sleeping until a rainstorm – sometimes for several years.

When it rains, the frogs shed their skins, go to the surface and breed. The young frogs grow quickly, drink a lot of water and go underground before the sun dries up all the water. Native people who need drinking water often dig up these frogs and squeeze them, to get the water from their bladders.

**Koalas** look like little teddy bears and thus are often incorrectly called “koala bears.” They live in eucalyptus (gum) trees and eat young leaves only – the old leaves are poisonous. Baby koalas ride on their mothers’ backs until they are one year old.

**Wombats** are like badgers in habit and appearance. They live in burrows, come out at night to eat grass, thistle roots and puffballs, and sleep near the burrow entrance during the day. They are shy animals.

express ideas about animals

A **duck-billed platypus** looks like a furry barrel with short legs, webbed feet, a short broad tail and a long bill like a duck. This bill helps the platypus get worms and small water animals out of the mud at the bottom of a river. Duck-billed platypuses live by themselves. The males have poison spurs on their ankles. Sometimes, fishermen are wounded by one of the spurs, and have to go to the hospital for a few days.

**Spiny anteaters** are covered with spines. They live in woodlands and rocky areas. When they are not looking for food, they lie rolled up in a ball, hidden in a crevice, hollow log or under bushes. They can dig very fast.

**Opossum** live in trees. Their long tails help them to balance and grab branches. The big toe on the back foot faces backwards and is used like a thumb. Opossum eat leaves, fruit, flowers, nectar and insects.

A **kookaburra** is a wood kingfisher. Its call is like a mocking laugh. These birds like to nest in hollow trees. If the tree is hollow down to the ground, the female goes down the inside of the tree, digs a hole in the ground at the bottom, and lays her eggs in the hole. When she wants to leave the nest, she knocks on the inside of the tree to call her mate to take her place on the nest.

A **broilga** is a type of crane, sometimes called a “trumpet-bird” because it has a deep voice. Broilgas sway, pirouette, leap and float in very intricate dances which end with an elaborate bow. Bushmen have reported seeing flocks of broilgas lined up and obeying ‘orders’ from an older ‘drill sergeant’ instructor.

**Goannas** are very large lizards (up to seven feet long). They eat smaller lizards, snakes, birds, chickens, eggs and small animals. Goannas hide in trees or on rocks.

**Kangaroos**, wallabies and wallaroos are related. Before a baby kangaroo is born, the mother cleans her pouch. The baby crawls into the pouch and stays there for at least six months. Kangaroos can jump fences, but usually break through them instead.

An **emu** is an Australian ostrich, with long black-tipped grey and brown feathers. Emus run from humans and can reach a top speed of 60 km/h. in short bursts. Australian stamps often show pictures of emus.

### Guiding the reading

Have pupils locate the title in the Contents and turn to page 115. Have pupils read the story silently to find out why the animals were upset with Frog and what they did to solve the problem. Remind pupils to refer to the illustrations to get an idea of what each of the animals looked liked. Observe pupils during the silent reading. Note pupils who demonstrate inadequate silent reading habits – frequent requests, finger pointing, head movement, vocalization.

Guide pupils’ interpretation of the selection using questions and comments that require them to use story details to draw conclusions.

Why were the animals upset with Frog?

Why did they want Frog to open his mouth?

What was their plan?

What do you think the animals would have done if Eel hadn’t made Frog laugh?

How did Frog feel about the shortage of water?

How do you know?

long

laugh

drank

drop

animals

back

found

ran

water

long

lived

never

until

very

found

ground

now

round

use Contents  
read a story

note details  
make inferences  
draw conclusions

**relate story to unit theme**

Have pupils relate the story to the unit theme "Animal lore." Have them discuss ideas from the story that are true and ideas that are make-believe.

**Oral reading**

Have pupils prepare the story for reading orally. You might divide the story into parts; for example, page 115, page 116, pages 118-120, page 121, and pages 122-123. Remind pupils that to read well orally they must think about the meaning and that this will help them to "say" the sentences in a natural way; they must know all the words; and they must prepare carefully so their audience will enjoy their reading.

You might invite an audience from another class, or have pupils read to a group of kindergarten pupils. Remember that the purpose of oral reading is to interpret a selection to listeners; therefore, to motivate pupils to prepare oral reading, an audience must be provided.

**Workbook Activity, page 45: Completing a crossword puzzle**

**interpret puzzle clues  
spell words**

Tell pupils that this puzzle contains the names of animals. Have them read each clue and write the name of the animal in the puzzle. Have pupils refer to the list to find the answers that match the clues.

**Note:** *If this is the first experience pupils have had with crossword puzzles, do the first two or three clues with them so that they know the procedure to use.*

**Experience extensions**

1. Have pupils each select one animal from the story "The Frog." Have them prepare a pantomime about that animal. When pupils present their pantomimes, have their classmates guess which animal is being portrayed.
2. Present the following poem to pupils. Have them use the pattern to write group or individual compositions using other animals' names. Encourage the pupils to use some of the animals they read about in the story. "The Frog."

**IT'S A LITTLE AWKWARD**

A mole on a pole  
is like  
a whale in a pail  
is like  
a cow on a bough  
is like  
a snake in a cake  
is like  
a goat in a coat  
is like  
a bear in a chair  
is like  
an eel at the wheel.

— Marci Ridlon

## Activity 16

### Writing a composition: informational paragraph

review ideas in stories  
select a topic for a composition  
organize ideas  
dictate sentences for recording

Have pupils recall some of the things they have learned about animals from the stories they have read and heard in this unit. Suggest to them that they develop a composition that tells about one animal. Have them select one animal and think of the important ideas that should be known about the animal. For some groups of pupils, you may wish to record the pupils' suggestions in point form, but for most pupils you may want to write in standard paragraph form.

Suggest that the first sentence might tell what the paragraph will be about. Then have pupils dictate the remaining sentences. Involve pupils in the writing by having them indicate punctuation and spell familiar words.

Have one or two pupils read the composition aloud.

distinguish fact, fiction, and fancy

Have pupils note how factual composition about animals differs from an imaginary composition.

## Activity 17

### "The Bear Says North": Listening to a story

**Interpretation skills:** (i) *Drawing conclusions*; (ii) *Making judgments*.

recall details  
draw conclusions  
make judgments

Tell pupils that this is another story in which one animal plays a trick on another one. It is a story that was told to children in Finland a thousand years ago.

Read the story in the sections indicated. Guide the interpretation of each section using questions and comments that will direct pupils in using details to draw conclusions.

#### THE BEAR SAYS "NORTH"

One day while Osmo, the Bear, was prowling about the woods, he caught a Grouse.

"Pretty good!" he thought to himself. "Wouldn't the other animals be surprised if they knew old Osmo had caught a Grouse!"

He was so proud of his feat that he wanted all the world to know of it. So, holding the Grouse carefully in his teeth without injuring it, he began parading up and down the forest ways.

"They'll all certainly envy me this nice plump Grouse," he thought. "And they won't be so ready to call me awkward and lumbering after this, either!"

#### Questions:

How do the animals in the woods feel about Osmo?  
How do you know this?



Presently Mikko, the Fox, sauntered by. He saw at once that Osmo was showing off and he determined that the Bear would not get the satisfaction of any admiration from him. So he pretended not to see the Grouse at all. Instead he pointed his nose upwards and sniffed.

"Um! Um!" grunted Osmo, trying to attract attention to himself.

"Ah," Mikko remarked, casually. "Is that you, Osmo? What way is the wind blowing today? Can you tell me?"

Osmo, of course, could not answer without opening his mouth, so he grunted again, hoping that Mikko would have to notice why he couldn't answer. But the Fox didn't glance at him at all. With his nose still pointed upwards, he kept sniffing the air.

"It seems to me it's from the South," he said. "Isn't it from the South, Osmo?"

"Um! Um! Um!" the Bear grunted.

"You say it is from the South, Osmo? Are you sure?"

"Um! Um!" Osmo repeated, growing every moment more impatient.

"Oh, not from the South, you say. Then from what direction is it blowing?"

### Questions:

What is Mikko trying to do?

(Guide the pupils in relating their knowledge of the fox's reputation for trickery to the facts stated – Mikko decides to ignore the grouse – and the situation – Mikko's insistent questioning).

By this time the Bear was so exasperated by Mikko's interest in the wind when he should have been admiring the Grouse that he forgot himself, opened his mouth, and roared out: "North!"

Of course the instant he opened his mouth, the Grouse flew away.

"Now see what you've done!" he stormed angrily. "You've made me lose my fine plump Grouse!"

"I?" Mikko asked. "What had I to do with it?"

"You kept asking me about the wind until I opened my mouth – that's what you did!"

The Fox shrugged his shoulders.

"Why did you open your mouth?"

"Well, you can't say 'North!' without opening your mouth, can you?" the Bear demanded.

The Fox laughed heartily.

"See here, Osmo, don't blame me. Blame yourself. If I had had that Grouse in my mouth and you had asked me about the wind, I should never have said 'North!'"

"What would you have said?" the Bear asked.

Mikko, the rascal, laughed harder than ever. Then he clenched his teeth and said: "East!"

— Parker Billmore

### Questions:

Did Mikko intend to have Osmo lose the grouse?

How do you know? (Discuss the word exasperated.)

Have pupils say "North" and "East" to see how the mouth and teeth feel and to realize how Mikko tricked Osmo.

Have pupils relate the ideas discussed in the middle section to the last paragraph in the story.

Have pupils make judgments about Osmo's and Mikko's behavior.

### Questions:

Was Osmo right to blame Mikko when he lost the grouse?  
Should Mikko have played such a trick on the bear?

relate story to unit  
theme

Relate the story to the unit theme “Animal lore” by having pupils recall the tricks that animals played on each other in stories that they have read or listened to in this unit.

### Workbook Activity, pages 46-47: Reading a story Drawing conclusions

read a story  
draw conclusions  
write answers to  
questions

Have pupils read the story and answer the questions on page 47. Have them circle words they had difficulty identifying. Discuss the story and the words pupils circled. Have one or two pupils read the story aloud.

## Activity 18

### Cartwheels, pages 124-127: Reading an essay – “Some Animals of Canada”

**Interpretation skills:** (i) *Drawing conclusions*; (ii) *Distinguishing fact, fiction, and fancy*.

#### Core Vocabulary

**Unit** – summer winter its eats

**Review** – animals lives little

#### Application of known phonic and structural principles

sheep weasel eats seeds trees sleeps leaves  
see good food roots moose sheep high  
they white quickly gopher there things quills

**Note:** *Some background information about the animals in the essay “Some Animals of Canada” is provided for your convenience.*

**Mountain sheep:** These sheep are also known as Bighorn Sheep. They live in the mountains of western Alberta and eastern and southern British Columbia. Bighorn sheep are gregarious animals. They form bands that stay together all year. These bands usually number about ten animals but may include as many as one hundred, especially during the winter months. These sheep get along well with other animals. On large ranges they often graze with deer, mountain goats, and sometimes elk. They have very good eyesight and can see things moving at distances of well over a kilometre. In addition to being excellent climbers, mountain sheep are good swimmers.

They eat grass and some wooded plants such as pasture sage, junipers, willows, and roses. Mountain sheep prefer rocky terrain where they can hide from their enemies — wolves, coyotes, bears, bobcats, lynx, mountain lions, and golden eagles. The male sheep have majestic curved horns and these magnificent horns made them a hunter's prize. Most of the mountain sheep's range today is inside parks; so they are being saved from hunters.

**Weasel:** This animal is found in open country grasslands and river bottom lands along the southern boundary of Canada. It is a very powerful animal and can kill animals much larger than itself. It clings to larger animals with its very sharp teeth and stubby legs, and wraps its slender body around its prey in much the same manner as a large snake.

The weasel eats a great variety of things – deer mice, chipmunks, pocket gophers, ground squirrels, grasshoppers, wasps, and flies. The weasel occasionally kills snakes. During the summer months it will sometimes eat berries. Foxes, coyotes, wolves, and domestic dogs are enemies of the weasel.

**Gopher:** This animal's scientific name is Richardson's ground squirrel, but most people use the name gopher. The word "gopher" comes from the French word for honeycomb (gaufre) – an appropriate reference to the burrows that gophers build.

Gophers hibernate for about seven months of the year. In the late summer they begin to store grain seeds that they can eat in the spring if food is scarce. They load their cheeks with the seeds and carry the seeds to their dens where they bury them. Hawks, falcons, owls, weasels, foxes, and coyotes are enemies of the gopher. Farmers kill gophers because they seriously damage crops by trampling the grain and by burrowing.

**Moose:** The moose, which is about the size of a horse, is the largest living member of the deer family. Its name is derived from an Algonkian word meaning "eater of twigs." Moose are not very sociable animals. They prefer to travel alone and even when feeding in the same area, they appear to ignore each other. They can walk carefully and quietly through underbrush and can run surprisingly fast for their size. They spend much of the summer wading in quiet waters where they find the water plants they like to eat. They are strong swimmers and even dive to get roots to eat. Like mountain sheep, moose migrate seasonally up and down the mountain slopes. They spend the winter in the valleys.

**Porcupine:** The porcupine is Canada's second-largest rodent next to the beaver. The porcupine is primarily nocturnal, spending much of the daylight hours resting, draped over the limb of a tree.

When in danger, the porcupine will try to find a log or stone to protect its head and then turn its back on its enemy and elevate its quills. If the enemy gets too close, the porcupine lashes out with its club-like spiny tail. The quills are easily detached when the porcupine's tail hits the attacker. Some animals know how to kill porcupines. Wolverines, fishers, and bobcats will attack porcupines when they are resting in trees. Somehow these animals manage to get a paw under the porcupine and flip it over on to its back, exposing its unprotected underside. But, for the most part, the porcupine does not fear other animals – they avoid it.

### Guiding the reading

Have pupils locate the title in the Contents and turn to page 124.

### Preparation for reading

Present the title. Have pupils name some animals that live in Canada. Have pupils indicate whether this selection will be about real or make-believe animals.

Have them note the essay form and review the importance of reading the text and studying the accompanying photographs.

use Contents  
express personal  
ideas about the  
topic  
distinguish fact,  
fiction, and fancy  
recognize essay  
form

use essay headings  
to survey

read an essay

note details

draw conclusions

make inferences

relate essay to unit  
theme

distinguish fact,  
fiction, and fancy

Have pupils survey the essay by looking at the headings on each page. Have them identify the animals that will be described in the essay.

Have pupils read the essay silently. Observe pupils during the reading, noting their silent reading habits. Provide assistance as required in the use of contextual cues.

Guide the interpretation of the essay using questions and comments that aid pupils in noting details and using the details to draw conclusions. Encourage pupils to use the photographs to get additional information to use in the discussion.

Why are mountain sheep good climbers?

How are mountain sheep protected from their enemies?

Another name for these animals is "Bighorn Sheep." Why?

Why does a weasel's color change?

What does a weasel eat?

Is it wrong for the weasel to eat birds, mice, and rats? (Be sure pupils recognize that this is natural.)

What is a gopher's home called?

Do farmers like gophers? Why?

Do moose have many enemies?

How do you know?

Why are most animals afraid of porcupines?

When would a porcupine be in danger?

Have pupils relate the ideas in the essay to the unit theme "Animal lore." Have them note how the information in this essay is different from the ideas in the stories about animals.

**Experience extension:** As an ongoing activity, have pupils work on a unit called "Animals of Canada." Provide pupils with a large outline map of Canada. Have them draw or paint pictures of animals that live in different parts of Canada. Have pupils find pictures and information about various animals and then summarize this information in a chart. Use chart headings such as name, home, food, appearance, enemies.

**Note:** *If you choose to have pupils do a unit study on this topic, you will need to use instructional time during science or social studies periods. By doing the study in a subject-area time allotment, you will be able to have pupils advance in the language arts program while providing them with opportunities to use their language skills to learn about an interesting topic.*

summer

winter

its

eats

animals

lived

little

come

get

have

very

small

has

move

quick

many

near

stick



## Activity 19

### Workbook, page 48: Oral reading of factual material

review purpose of oral reading

review standards of oral reading

review steps in preparing for oral reading

read a paragraph

note ideas

note key words

read orally

evaluate oral reading presentation

Have pupils review the purpose of oral reading and the standards of good oral reading that they set up in Unit 48, Activity 17.

Have pupils review the steps in preparing a selection for oral reading:

- (i) read the selection as often as necessary
- (ii) know how to pronounce all the words
- (iii) understand the ideas in the selection.

Have pupils turn to *Workbook*, page 48. Use the following procedure with each paragraph.

- (i) Have pupils read it silently.
- (ii) Have them discuss the ideas in the paragraph.
- (iii) Have them underline the key words.
- (iv) Have several pupils read the paragraph orally.
- (v) Have pupils evaluate each oral reading performance.

Have pupils note the importance of reading clearly and distinctly.

**Extra teaching:** For pupils who need additional instruction in oral reading, use *Cartwheels*, pages 124-127. Have pupils select an animal and prepare to read orally the information about that animal.

## Activity 20

### Writing individual compositions: informational paragraphs

read a composition

evaluate a composition

revise a composition

write a composition

spell words

write legibly

proofread a composition

1. Have pupils read the composition written in Activity 16. Have pupils evaluate the composition.

Is it interesting to read?  
Is the information correct?  
What changes could be made?

Direct pupils' attention to one feature that needs revising. For example:

- (i) combining short sentences
- (ii) varying sentence beginnings
- (iii) using more precise vocabulary.

Have the pupils dictate revisions for the sections being analyzed. Read the composition with the revisions.

2. Have pupils write individual informational compositions about an animal of their choice. Remind them that everything they write about the animal must be true. Circulate among pupils during the writing. Provide assistance in organizing and expressing ideas. Encourage pupils to attempt to spell words using the procedures learned in spelling lessons. Remind them to form letters properly and to check spacing between letters and words. Have pupils proofread their compositions checking for errors in spelling and punctuation. Have pupils read their compositions to each other.

# Activity 21

## Cartwheels, pages 128-129: Reading a story – “Children’s Stories about Animals”

**Note:** These stories were written by children living in the North West Territories. The stories appeared in “Pik,” a magazine produced for children. The pupils will likely be interested in knowing that children in all parts of Canada like to write stories about animals.

page 128

Have pupils study the picture and read the accompanying sentences.

Have pupils discuss what the moose is doing. Focus their attention on the meaning of the word velvet.

page 129

Have pupils indicate whether this is a true or imaginary story. Have them relate the title to other stories that they have studied in this unit.

Was the porcupine smart?

How do you know?

Have pupils relate the stories to the theme “Animal lore.” Have them compare the ideas about the moose and the porcupine that are presented in these stories and in the essay “Some Animals of Canada.” Some pupils may wish to write individual stories about animals.

# Activity 22

**Recognizing core vocabulary:**

neck	long	group	near
laugh	tail	drank	summer
its	drop	eats	winter

1. Have the following sentences on the chalkboard before the lesson.

A weasel is brown in winter.	Yes	No
A gopher eats grass in the summer.	Yes	No
A moose likes to laugh.	Yes	No
One day Frog drank every drop of water.	Yes	No
A beaver has a long tail.	Yes	No
Doctor Hippo wound red flannel around		
Ginny Giraffe’s neck.	Yes	No
Zebra’s group rubbed oil on Ginny Giraffe’s neck.	Yes	No
A gopher stores food in its burrow.	Yes	No
A porcupine likes people to be near its tail.	Yes	No

Pupils read sentences silently and circle the appropriate answer. Discuss answers with pupils. Have pupils mark the core vocabulary words as you name them.

2. Select words from the core vocabulary. Have pupils write sentences using the words.

**Experience extension:** You may wish to select words that can be associated; for example, tail, neck, long, laugh, group. Have pupils write a story about a situation suggested by the words.

## Checking achievement

### Do pupils

- share ideas with peers?
- participate in a group discussion?
- respond to selections presented by the teacher?
- interpret factual material orally?
- respond to poetry?
- distinguish real and imaginary stories?
- use contextual and phonic cues to identify words?
- follow oral and written directions accurately?
- show an interest in reading voluntarily?
- show an interest in writing voluntarily?
- show an interest in learning to say poetry?
- enjoy dramatizing?

### Can pupils

- spell familiar words?
- write legibly?
- say and write the alphabet?
- use alphabetical order?
- associate sound and symbol – special consonants, vowel combinations?
- understand word structure – suffix ly?
- complete a crossword puzzle?
- recognize core vocabulary?
- write a factual paragraph?
- draw conclusions?
- write imaginary stories?

# Spelling

## Unit Words

water	another	new	find
want	other	blue	hit
walk	of		

## Spelling Activity 1

water  
want  
walk

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - the sound spelled by a in each word
  - er in water
  - nt in want
  - silent l in walk.
3. Have pupils follow the WSP with words spelled incorrectly on the pretest.
4. Dictate these sentences.
  - I want some water.
  - I'll go for a walk with my pony.

## Spelling Activity 2

### Review

red  
ride  
room  
run  
sat  
saw  
school  
see  
she  
sister

1. Use the established test procedure with the words at the left (the eleventh group of Level 4 words listed on page S30 of the pupil *Workbook*).
2. Have pupils select any five words from those dictated and write a sentence for each word.
3. Have pupils follow the WSP with any words spelled incorrectly on the pretest of Activity 1.

## Spelling Activity 3

another  
other  
of

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - the sounds spelled by o in list words
  - th in other and another
  - compound word parts in another
  - the sound spelled by f in of.
3. Have pupils follow the WSP for words spelled incorrectly on the pretest.



- Dictate the following sentences.  
I want the other ball.  
Here is another doll.  
This is the end of the story.

### Workbook Follow-up: page S20

Review the word spellings as pupils write them.

Study the remaining directions with pupils and have them complete the page independently.

Check the page to see how well pupils follow directions and, of course, to check the spelling.

## Spelling Activity 4

find  
hit

new  
blue

- Dictate the words at the left and check the spelling.
- Direct pupils' attention to:
  - the sound spelled by ew
  - the sound spelled by ue
  - the sound spelled by i
  - the sound nd in find.

**Note:** The word new may be pronounced /nyü/ or /nü/. Listen to the pupils' pronunciation of this word. If they use the second pronunciation, the letters ew in new and ue in blue /blü/ will represent the same sound.

walk  
talk  
balk

new  
dew  
few  
pew

- To extend the spelling list, dictate the words at the left. Check the spelling. Note pupils who have difficulty following a spelling pattern or choosing the correct letter to represent a "heard" word.

### Workbook Follow-up: page S21

Have pupils complete the page independently.

Have pupils discuss the things they look for when they proofread. You may wish to direct their attention to features such as:

- correct spelling (especially of words studied in spelling lessons)
- punctuation
- handwriting
- words omitted or written in incorrect order.

Use the list as a check for the proofreading of the writing on the page.

find  
bind  
kind  
mind  
rind  
wind

hit  
bit  
fit  
lit  
pit  
sit

## Spelling Activity 5

### Review

- Use the established test procedure with the Unit 44 word list.
- Have pupils follow the WSP with any words spelled incorrectly on the test.
- Have pupils select any three words from the list and write a sentence for each word.
- Have pupils write a story about a pretty pony that could fly. Have them work in pairs to proofread their stories.

**Note:** You may wish to use special review techniques with pupils who are having difficulty with spelling. Use the following procedure to review words presented in previous units. Work with these pupils individually or in small groups.

- dictate a word
- have pupils say which letter(s) should be used to spell the first sound, then the next sound, and so on
- record pupils' suggestions on the chalkboard
- guide the pupils in studying the letters that have been recorded to determine whether the spelling is correct.

Have pupils who do not require this additional instruction, use the WSP with words from their personal spelling lists.

## Spelling Activity 6

so  
some  
something  
sometimes  
start  
take  
the  
then  
three  
time

### Review

Use the established test procedure with the words at the left (the twelfth group of Level 4 words listed on page S30 of the pupil *Workbook*).

### Workbook Activity: page S22

Have pupils read the word list at the top of the page.

Discuss the steps to be followed in completing a crossword puzzle.

Have pupils study the directions and complete the page independently.

## Spelling Activity 7

### Assessment

find	hit
water	blue
other	want
new	of
another	walk

Use the established procedure.

# Unit 50

## Theme: Taking responsibility

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a story	Relating story to the unit theme	Workbook Activity, p. 49: Assessment – Associating sound and symbol: vowel combinations <b>Activity 2</b> Understanding alphabetical order	
Reacting to ideas of peers	Sharing ideas about a story	<b>Activity 3</b> <i>Cartwheels</i> , pp. 130-138: Reading a story Workbook Activity, p. 51: Assessment – Understanding word structure	Workbook Activity, p. 50: Writing a story  Writing words
Reacting to ideas of peers	<b>Activity 4</b> Participating in a group discussion  Discussing the form of a journal	Reading journal entries  <b>Activity 6</b> Associating sound and symbol: silent consonants l, k	<b>Activity 5</b> Writing individual compositions: daily journals
Evaluating oral presentations	<b>Activity 7</b> Conveying emotions in oral presentations	Reading orally Workbook Follow-up, p. 52: Identifying words that convey emotions	Recording ideas about oral reading presentations
<b>Activity 8</b> Listening to a story	Relating story to the unit theme	<b>Activity 9</b> Workbook, p. 53: Using the context	Writing sentences
	Acting out a play	Reading the composition	<b>Activity 10</b> Writing a composition: play
Reacting to the ideas of peers	Relating story to the unit theme	<b>Activity 11</b> <i>Cartwheels</i> , pp. 139-147: Reading a story <b>Activity 12</b> Reading sentences Workbook Follow-up, p. 54: Reading riddles	Combining sentences  Writing answers to riddles

<div>←</div> Listening to peers		<div>Activity 13*</div> Reading sentences Recognizing core vocabulary Workbook Activity, pp. 55-56: Reading a story Making judgments If needed, additional phonics lessons for review and maintenance are in the Appendix	<div>→</div> Answering questions  Writing answers to questions  Spelling Activities are detailed at end of unit

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read Book 46.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 59-61.
3. Have pupils read library books. Have them make a poster telling about the part of the book they enjoyed most.
4. Have pupils write stories on topics of their own choice.
5. Provide pupils with story beginnings. Have them finish writing the stories.
  - (i) I heard a scratching noise at the window. I looked out and saw . . .
  - (ii) My bicycle raced faster and faster down the street.
  - (iii) What a great day!
6. Have pupils refer to group compositions, individual compositions, and selections they have read to find words that indicate emotional reactions. Have pupils write down the words and draw a picture of a face that shows the emotions indicated by the word.
7. Have pupils write daily entries in their personal journals.
8. Provide pupils with short sentences written on cards. Have pupils work in pairs to compose and write longer sentences using the sentences on the cards as the main part of the new sentences.
 

Jan plays ball [sentence supplied]  
Jan plays ball with her friends.  
Jan plays ball with her friends after school.
9. Provide pupils with a discussion topic based on the unit theme or issue of current concern to them. Have them work in small groups to discuss the topic and record some ideas that they discussed. Have pupils tape their discussion, then play it back and talk about their discussion behavior.
  - (i) On your way to school, you find a little bird that is hurt. What would you do?
  - (ii) You see a child hiding someone's snow boots at school. What would you do?
  - (iii) On your way home from school, you see smoke coming out of a building. What would you do?
  - (iv) You and your friends are riding your bikes in a place that your dad has told you stay away from. One of your friends falls off her bike and gets hurt. What would you do?
10. On cards, write some situations a child might be involved in (for example, caring for a younger sister or brother; going to the store; being with a friend who gets injured; walking a neighbor's dog; being at home while parents are out). Pupils select one situation and list all the responsibilities or things to remember in that situation. They can work alone, in pairs, or small groups.
11. Pupils might make lists of safety rules for the home, school, playground, water, or street. They can work alone, in pairs, or small groups.



## BOOKS TO READ

1. *What Mary Jo Wants*, Janice M. Undry (Young Readers)  
Mary Jo, who wants a puppy, finds out how much work and responsibility is involved in caring for a pet.
2. *Nobody Listens to Andrew*, Elizabeth Guilfoile (Scholastic)  
Andrew has trouble getting anybody to listen to him when he says there is a bear in his bed.
3. *Molly Mullett*, Patricia Coombs (Lothrop)  
Molly, against the wishes of the king, overcomes the ogre and rids the village of its tyrant.
4. *Miguel and His Racehorse*, Barbara Reid (Morrow)  
With the help of a black cat named Midge, a young jockey calms and trains his skittish racehorse, Bill Bubble.
5. *Dorrie and the Birthday Eggs*, Patricia Coombs (Lothrop)  
A little witch must get eggs from the Egg Witch so that the Big Witch's birthday cake will be ready on time.
6. *Tod on the Tugboat*, Leonard Shortall (Morrow)  
Tod saves the day when a serious emergency threatens the tugboat.
7. *Tony's First Dive*, Leonard Shortall (Morrow)  
Tony puts his new diving skills to good use by salvaging a lost bracelet.
8. *Keep an Eye on Kevin*, Genevieve Gray (Lothrop)  
Lisa is asked to care for her brother, and that's when accidents start happening. Her quick thinking saves the day.

*Have a happy day!*

## Activity 1

### **"David's Exciting Day": Listening to a story**

**Interpretation skills:** (i) *Making judgments*; (ii) *Drawing conclusions*; (iii) *Recognizing emotional reactions*.

- (i) *Making judgments: In Units 43 and 44, pupils were introduced to this interpretive skill. In making judgments the listener or reader considers ideas in the communication in terms of his/her values or standards. Judgments about the same topic may be quite different for different people. When asking pupils to make judgments, you must be prepared to accept a variety of responses.*
- (ii) *Drawing conclusions: This skill differs from making judgments in that the conclusion is based on details found in the communication and does not include a personal appraisal of the ideas as is required in the skill making judgments. In Unit 49, pupils had many opportunities to draw conclusions.*
- (iii) *Recognizing emotional reactions: This skill requires the listener or the reader to recognize the feelings of the people involved in the communication. The unit theme "Taking responsibility," should provide many opportunities for pupils to sense emotional reactions and relate these reactions to their own experience backgrounds.*

make predictions  
about story content  
attend to a story  
recall details  
make inferences  
make judgments  
sense emotional  
reactions

Present the title. Have the pupils suggest different events that would make an exciting day. Read the story to the pupils in the sections indicated. Guide the interpretation of each section using questions and comments that direct pupils in using the story details to make judgments, draw conclusions, and recognize emotional reactions.

### DAVID'S EXCITING DAY

Dave craned his neck and looked up, frowning, as a wet snowflake landed on his nose. At that instant, Rusty popped out his front door, with shining new skates and a hockey stick. He and Dave started off up the street.

"Well," Rusty said, "now that we've got some good ice I suppose it will have to go and snow and spoil the winter carnival. When I heard the wind howling around the house last night, I thought we were in for a blizzard today for sure."

"I did, too!" Dave agreed. "Anyway, that wind must have swept all the snow off the ice. The river should be like glass now. It's a perfect day to skate to Riverside – and practise up for that race."

"Do you think we'll get there before the bus with the rest of the gang?" Rusty wanted to know.

"Oh, sure, we'll beat the gang," said Dave. "I wouldn't miss the big race at the carnival for anything, but it's only about six miles from Ridgetown to Riverside by the river. You'll be able to fly like the wind with those new skates."

Dave tried to keep from being envious. His own skates, handed down from his brother George, were pretty old. He wished harder than ever that he might win the prize for the half-mile race – real racing skates.

When they got to the river, the two boys scrambled down the steep bank and changed into their skates. Soon they were skimming along the river with even, ringing strokes.

"Let's not stop till we get to the railroad trestle," said Dave.

"It's a go! Race you!"

And they were off.

Fifteen minutes later they came to a breathless halt where the railroad trestle spanned the wider part of the river from shore to shore.

#### Questions:

Why are the boys going to Riverside?

How does Dave feel about Rusty's new skates?

What kind of a boy do you think Dave is?

Clumsy in their skates, they scrambled up the steep bank and flopped down to rest for a minute. It was beginning to snow lightly, and the boys felt the cold, raw wind more keenly than they had within the protection of the high banks.

"Here comes our blizzard," said Rusty grimly. "I hope it doesn't snow too much till after the races!"

Dave wasn't listening. He was staring down the railroad tracks. "Say . . . that's funny," he said.

"What is?" Something in Dave's voice made Rusty sit up.

"Look . . . there's a big tree down, and from here it looks as if it's right across the railroad tracks."

Rusty squinted in the direction Dave was pointing. The boys stumbled on their skates over to the tracks for a closer look. Sure enough, a huge tree, uprooted, lay across the track.

"That must have blown down in the wind last night," Rusty said.

"Could we move it?" Dave's voice was excited. He tugged, but the tree didn't budge.

"Hey!" Rusty said, scornfully. "Who do you think you are? Superman? It would take half a dozen men to move that."

"Well, what'll we do?" Dave asked. "It'll cause a wreck. I guess we'll just have to skate back to the station at Ridgetown and report it."

"Where do you get that 'we' stuff?" Rusty said.

"Wouldn't you go with me?" asked Dave, surprised.

"Well, look," Rusty said, "neither of us has to go. We can telephone the station when we get to Riverside."

"But we won't be there for about an hour yet. Suppose a train goes through before then?"

"Don't worry. My Uncle Joe works on the railroad, and he told me that when a tree falls across the tracks that way, it automatically sets the signals for danger."

Dave looked up and down the track. He could see only one signal, and it was too far away to tell how it was set. He stood silent. He wanted to believe Rusty knew what he was talking about, but he couldn't be sure. It was taking a chance.

### Questions:

What was worrying Rusty when they stopped to rest?

Why is he anxious that it doesn't snow?

What did Dave notice?

Why is Dave worried about the fallen tree?

How did Rusty react to Dave's ideas for taking care of the tree?

What is Rusty most interested in?

Why is Dave hesitating?

Which of the boys do you feel is most dependable? Why?

"That Green Mountain Flyer goes through here some time in the afternoon," he reminded Rusty.

Rusty shrugged. "If we get going right away," he argued, "we can call up long before that's due. I tell you the signals will be all set anyway."

Dave stood, undecided. The thickening snow sifted down his neck, and the wind whined. He shivered, and thought of the leaping fire in the cabin fireplace at Riverside. He thought of the lonely trip back to the station, for he knew Rusty wouldn't go with him. Then he looked down the track to where the tree lay.

"I'm going back," he said, slowly.

"You're crazy!" Rusty snapped. He pulled off his knitted cap, shook it free of snow, and replaced it, pulling it down over his ears. "If you go back, you'll miss the carnival. I tell you we'll phone the minute we get there. I tell you those signals are set."

"But suppose they're not," Dave said slowly. "We don't know for sure."

"My uncle should know," Rusty said.

"But that was a different railroad, and you could be wrong, I'm going back anyway," he added resolutely. "Come with me, why don't you?"

"No!" Rusty said flatly. In silence the two boys climbed back down the bank. There they separated — Rusty to continue on to Riverside, and Dave to skate soberly back down the river to Ridgetown.

Dave felt very much alone. The falling snow was beginning to make the ice rough and to cover any bumps on its surface. Skating at full speed was difficult, and Dave took several tumbles. But he made himself keep going.

He tried to comfort himself with the hope that they couldn't have the carnival if it stormed. They would have to postpone the races until another day. But in his mind's eye, he could see his friends sitting around the fire in the cabin, eating, singing songs, and doing stunts.

**Questions:**

- Which of the boys is right? Why?
- What would you have done in Dave's place?
- How would you feel in Dave's place?

"Maybe Rusty's right and I should have gone on with him," Dave muttered to himself as he streaked along, in a bleak, gray world.

He had been skating about ten minutes when suddenly, a sound shattered the silence. Off in the distance, Dave heard the eerie "Who-who-whooooo!" of a train whistle! It was too early for the Green Mountain Flyer, and, besides, the sound came from the direction of town. It must be a local.

Dave scrambled up onto the railroad tracks and clumped along, frantically looking for signals, praying that they might be set against going ahead. But when he did spot them they were too high for him to see clearly, and he couldn't be sure which of the maze of tracks they controlled.

Dave slid back down on the ice. The train, he thought, was still the other side of the Ridgetown junction. That meant there would be a ten-minute stopover in town. He might still have time to reach the station.

Dave raced along, head down, skating furiously. Suddenly he struck something under the snow. He was jerked up into the air, and came down with a crash that completely stunned him.

For a minute, everything was black.

Then he sat up, dazed. Something warm and wet was trickling down his face. When he put his hand up, his fingers came away red. And his lip was puffing out. He took his handkerchief and sopped the blood from his face. Then Dave looked at his skate. Broken beyond repair! What an ending to a day he had looked forward to for weeks.

As his head cleared, Dave remembered the train. He yanked off his skates, and shoved his cold feet back into his snowboots. He heard the train whistle again — "Who-who-whooooo" — so much louder that he knew it must be THIS side of the station.

That left only one course open to him.

Dave climbed the bank and ran along the tracks. His head hurt, and he was so dizzy that he could hardly run, but he stumbled on, taking off his scarlet wool shirt as he went.

Now he could hear the thunder of the approaching train, and the tracks began to tremble under his feet. The engine was looming right ahead of him and coming fast!

Dave dashed forward, waving the scarlet shirt. Would they see it?

The train kept coming. Dave stepped out to the middle of the tracks, waving frantically.

**Questions:**

- Why do you think Dave went to check the signals?
- Was it wise for Dave to step out to the middle of the tracks?
- Why did he do it?
- Which of the boys was right?
- How do you think Dave feels now?
- What words would you use to describe Dave?

Still the train kept coming. But now it was slowing down. It was almost on Dave when he threw himself out of its way and down the bank. The train came to a grinding halt just where he had been standing.

Then, dirty and dishevelled, he climbed back up the bank to face the engineer and brakeman who were hurrying towards him. He pulled on his shirt and stood buttoning it with embarrassed fingers as he explained the



situation. Soon he was surrounded by the other members of the train crew and several passengers who wanted to know why the train had stopped.

"We'll back into Ridgetown immediately to report the blocked track," said the conductor. "Luckily there's no train due over the line in this direction for a few hours. Thanks to Dave's warning, a train crew will have enough time to remove the tree and check the track before the Green Mountain Flyer comes through from the opposite direction. "All aboard, everybody! No time to lose! You, too, young man," he added, seeing Dave hesitate shyly.

"Just a minute there," said one of the passengers, stepping forward from the group. He came over to Dave and the conductor, who tipped his hat. "I'm Ronald Clyde, vice-president of this railroad," the man said to Dave. "Would you do me the honor of riding back to town in the coach with me?"

Dave looked down at his dirty clothes and his grimy hands. He remembered his blood-stained face and swollen lip. Who would want to ride in a train with him!

"First thing is to look after that cut," said Mr. Clyde. "And then I think we should both have something to eat after all this excitement."

Soon after, in the station restaurant, Mr. Clyde said seriously, "This railroad and all the people on this train and the Green Mountain Flyer owe you a great debt for your thoughtfulness and bravery, David. I shall see that the railroad makes some attempt to repay you."

"Oh, I don't want a reward for what I did," said Dave, flushing red.

"We don't look on it as a reward," said Mr. Clyde. "You have earned it. Our railroad has a reputation for safety and efficiency. Anyone who helps us to live up to that reputation, as you have done, is entitled to be paid for his services."

Dave felt a warm glow spreading through him. Perhaps he wouldn't have felt much better than this even if he'd won the race at the carnival.

"And there's one more thing," said Mr. Clyde as they got up to leave. "I've been noticing those skates of yours. One of them seems to be broken . . ."

"Yes, it is," Dave said sadly. "But the skates really weren't much good anyway."

"Good enough for you to run races and rush danger warnings in," said Mr. Clyde, smiling. "Before I take you home to tell your mother what a fine son she has, let's go across to that hardware store and see what we can do about new ones."

Dave was now almost beyond speech. He could only get out a feeble "Thank you, sir!" but Mr. Clyde seemed satisfied.

"What a lot I'll have to tell Rusty," thought Dave as he and Mr. Clyde crossed the street together. "And before Mr. Clyde leaves I must remember to ask him about those signals!"

— Florence M. Davis

### Questions:

- How do you know that Dave was right and Rusty was wrong?
- Why was Dave embarrassed when the train stopped?
- Why did Dave hesitate to get on the train?
- How did Mr. Clyde make him feel better?
- Do you think Mr. Clyde should have offered Dave a reward?
- Do you think Dave was right in saying he shouldn't have a reward?

Dave might have received several rewards for what he did. Have pupils suggest some rewards he might have received. Have them identify the rewards they think would have pleased Dave most. Have them discuss what reward Rusty would have liked best.

Express ideas about unit theme

Have pupils discuss the importance of Dave's actions. Guide pupils in developing an understanding of the unit theme "Taking responsibility." Encourage pupils to relate experiences in which they had to take responsibility for something.

**Workbook Activity, page 49: Assessment – Associating sound and symbol: vowel combinations**

Read sentences  
Associate sound and symbol: vowel combinations

Have pupils read each sentence and circle the words that have the same vowel sound. Have them circle "Yes" if the statement is correct and "No" if the statement is not correct.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 2

### Understanding alphabetical order

Say alphabet  
Define alphabetical order

Have pupils review the alphabet and the idea of alphabetical order. Have them explain what to do to list words in alphabetical order and note places where they find words listed in alphabetical order.

Note parts of alphabet

Review the four parts of the alphabet. Make four sections on the chalkboard and write the letters for each quarter of the alphabet.

Arrange words in alphabetical order

Say the following words.

moose   sheep   eel   rabbit   gopher   porcupine  
kangaroo   lion   bird   weasel   anteater  
zebra   frog   owl

Have pupils identify in which part of the alphabet the words belong. Write the words on the chalkboard in the appropriate section. Have pupils add other words to make a short alphabetical list in each column.

When all the words have been listed on the chalkboard, have pupils rearrange the words in each section in alphabetical order.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

### Workbook Activity, page 50: Writing a story

Understand sentences  
Write a story

Have pupils read the introductory sentences. Check their understanding of the story setting. Have them write the story. Encourage them to read it over to see if all words are spelled correctly and that they have the right punctuation. Have them read their stories to each other.

**Note:** Check pupils' handwriting in this individual writing activity. Provide instruction as needed in the correct formation of letters and the spacing of letters and words.

## Activity 3

**Cartwheels, pages 130-138: Reading a story – “Skate-board Trouble”**

**Interpretation skills:** (i) Making judgments; (ii) Recognizing emotional reactions; (iii) Drawing conclusions.

### Core Vocabulary

**Unit** – great faster build fence hard hurt place

**Review** – try away could about start

### Application of known phonic and structural principles

skate-board driveway sidewalk without  
grapevines something hurried tried bumpy  
shaky really faster suddenly lucky

### Preparation for reading

Have pupils suggest different events that would lead to skate-board trouble.

### Guiding the reading

Have pupils locate the title in the Contents and turn to page 130.

Have pupils read the story silently to note why Barbara and Annis got into trouble with the skate-board. Remind pupils to use contextual and phonic cues when they have to identify a word. Observe pupils during the silent reading noting pupils' reactions to the story. Note particularly pupils who cannot sustain interest in reading a complete story. You might gather these pupils together and sit with them to help and encourage.

Guide the interpretation of the selection using questions and comments that will direct pupils in using details to make judgments, draw conclusions, and sense emotional reactions.

Why did the girls have to find a better place to use the skate-board?

Was the alley a good place to skate-board? How do you know?

Were the girls right in going to the alley to skate-board? Why?

How did Annis feel as she was skate-boarding down the alley?

Was Barbara concerned about Annis? How do you know?

How would you feel in the girls' place?

How do you think the girls felt when Barbara's father appeared?

Was the man right in wanting to have the girls paint the fence?

Why?

Was Barbara's father right in taking the skate-board away from Barbara? Why?

Where do you think would be safe places for the girls to go skate-boarding?

make predictions  
about story

use Contents  
read a story  
note details  
draw conclusions  
make judgments  
sense emotional  
reactions  
make predictions

great

faster

build

fence

hard

hurt

place

try

away

could

about

start

from

want

try

take

use

too

fell

off

need

*During a discussion, do you observe the listening behavior of your pupils?*

relate story to unit theme

Have pupils relate the ideas in the story to the unit theme "Taking responsibility." Have them describe situations in which they found themselves in difficulty because they were playing where they shouldn't have been. Have them consider whether they accepted responsibility for their actions.

### Experience extensions

1. Have pupils write different endings for the story.
2. Have pupils prepare a roller movie or a TV show for the story "Skate-board Trouble." Have them prepare the dialogue to accompany the pictures. (Perhaps the pupils could tape-record the dialogue.) Have them present the movie to their classmates, or to pupils from another room.
3. Use the story for a lesson in oral reading to convey emotional reactions.

understand word structure: inflected forms of root words ending in y

recognize root words with endings -ed, -ing, -er, -est when final consonant is doubled

write a story ending compounds

**Workbook Activity, page 51: Assessment – Understanding word structure: inflected forms of root words ending in y**  
Root words with endings -ed, -ing, -est when final consonant of root word is doubled  
Compound words

Have pupils read the story and write an ending for it. Have them share their story endings by reading them orally to the group.

Have them follow the directions given in the exercise. Check the page with pupils, noting pupils who had difficulty.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 4

### Participating in a group discussion

review procedures for group discussion

participate in a group discussion

Have pupils briefly review the procedures for effective discussion. Have them consider guidelines for starting the discussion, participating in the discussion, and ending the discussion. If a chart of discussion procedure has been developed with pupils, that chart could be reviewed.

Have pupils form their discussion groups. Assign pupils one of the following topics.

- (i) On your way to school, you find a wallet with a lot of money in it. What would you do?
- (ii) Magic markers have been disappearing from the classroom. What can you do about the problem?
- (iii) You see one of your friends riding a bicycle on the wrong side of the road. What would you do?
- (iv) Everyone is supposed to get a turn playing with the soccer balls. One group of children won't share the balls. What would you do?



You may wish to have some groups tape-record the discussion. In another lesson period use the tape to provide pupils with instruction for improving their performance.

Observe pupils during the discussion period. Note pupils who are having difficulty remaining with the subject, responding to the ideas of others, or contributing to the discussion, and those who tend to dominate the discussion.

evaluate discussion  
share ideas from  
group discussion  
suggest discussion  
topics

Have each group evaluate the discussion by considering whether they answered the question that was discussed.

Have pupils from the different discussion groups share the ideas they had about the topic. Have pupils suggest other topics for future small group discussions.

**Extra teaching:** For pupils who are having difficulty in responding to the ideas of others provide additional instruction using a discussion topic based on a selection that pupils have read. Encourage pupils to respond to one another by withdrawing from the discussion except for offering occasional prompts that remind pupils to pay attention to one another. Have pupils who have read the same stories or books, work in pairs or small groups to ask one another questions and to share their ideas about what they have read.

## Activity 5

### Writing individual compositions: daily journal

**Note:** *This activity should become a part of the daily routine in the classroom. The purpose of writing a daily journal is to provide pupils with opportunities to record accurately real events that have been experienced firsthand. If pupils have not had any experience recording daily events, you may find it useful to begin with a large class calendar with blocks for each day of the month. The group of pupils can make suggestions for entries on the calendar, for example, records of interesting things that happened or reminders of forthcoming events. The next step is to have each pupil maintain his/her own calendar. Be sure to set aside a few minutes each day for pupils to make entries in their calendars.*

express personal  
ideas about keeping  
calendars

maintain a daily  
journal

spell names of days,  
of months

write legibly

Have pupils discuss situations in which they have seen people writing notes on calendars or other pieces of paper. Provide each pupil with an exercise book to be used for their daily recordings. Encourage pupils to make the book something very special to themselves – perhaps they will want to decorate and illustrate on it. Have pupils discuss some of the things they would like to record. Write some examples on the chalkboard. Establish some guidelines for the daily entries:

- (i) record the name of the day and the date
- (ii) write clearly so that the entries are easy to read at a later time
- (iii) write something every day.

Encourage pupils to express their own ideas.

**Note:** You may wish to tell pupils that you will not look at their journals unless they invite you to. Remember this is the pupil's own journal, and that they may record private feelings or happenings that they would feel embarrassed for someone else to read.

If pupils are involved in a special learning activity, such as swimming, you may wish to have them maintain a record of their progress during a specified period of time.

## Activity 6

### Associating sound and symbol: silent consonants l, k

read sentences

identify words

associate sound  
and symbol:

consonant  
combinations lk, lf,  
lm, lt, lp

identify silent l

1. Have the following sentences on the chalkboard before the lesson.

We know how to knead bread dough.

Karen's jeans have red patches on the knees.

We heard a knock at the door.

Anne knew how to untie the knot.

I know that Dad will say, "No, you can't go."

We knew a new girl was coming to school.

Have pupils:

- (i) read each sentence
- (ii) note the pronunciation of the underlined words
- (iii) put a line through the silent letter in each word
- (iv) note that the letter k is silent when followed by the letter n.

In the last two sentences, have pupils identify the word that sounds the same as the underlined word. Have them compare the spelling and the meaning of the two words.

2. Have the following groups of sentences on the chalkboard before the lesson.

We like to write with chalk.

We were talking about taking a walk in the park.

The big cat was walking quietly.

It was stalking a baby deer.

We walked to the store to get some milk.

The yellow part of an egg is the yolk.

Does your dad like to play golf?

The little calf was lost. It was all by itself.

I ate half a pizza.

It was a calm day. The wind wasn't blowing.

We saw a film today. It was about a salmon fisherman.

We built some stilts.

Somebody has to help me get on my stilts.

Using each group of sentences, have pupils:

- (i) read the sentences
- (ii) note the pronunciation of the underlined words
- (iii) put a line through the silent letter in each word
- (iv) note that the letter l is not always silent.

Have pupils note the importance of using contextual cues to identify words.

# Activity 7

## Oral reading to convey emotions

Have the following sentences on the chalkboard before the lesson.

"That's a neat skate-board," Annis said, when she saw it. "Can I try it?"

"Help! I can't stop!" screamed Annis.

"What are you girls doing?" a man yelled.

"Here comes our blizzard," said Rusty grimly. "I hope it doesn't snow until after the races."

"Can we move it?" Dave's voice was excited.

"Hey!" Rusty said, scornfully. "Who do you think you are! Superman? It would take half a dozen men to move that."

**note purpose of oral reading**

**standards for oral reading**

**steps in preparing for oral reading**

**note purposes of quotation marks**

**read sentences identify words that convey emotions**

**evaluate oral reading**

**record ideas about oral reading**

**identify words that tell how to read orally**

**read orally**

**evaluate oral reading**

Have pupils review the purpose of oral reading, the standards that they have set for oral reading performance, and the steps in preparing a selection for oral reading. Have pupils review the meaning of quotation marks. Have them note the importance of the punctuation marks in oral reading presentations.

Have pupils read each sentence silently then using each of the sentences have them:

- (i) identify the words that tell how to read orally
- (ii) read each sentence orally
- (iii) evaluate each oral reading presentation.

Have pupils note that in oral reading the reader must use his/her voice to express how the characters in the selection feel.

### **Workbook Follow-up, page 52: Identifying words that convey emotion Reading orally**

Have pupils write the answer to the questions at the top of the page. Have pupils read each sentence and underline the words that tell how to read orally.

Check the exercise with pupils. Have individuals read each sentence orally. Have pupils evaluate the oral reading.

**Extra teaching:** The reader selections in this unit contain material that can be used for additional practice in reading orally to convey emotion. In another lesson period, have pupils work in pairs to prepare a conversation for oral reading.

# Activity 8

## “The Bojabi Tree”: Listening to a story

**Interpretation skills:** (i) Making judgments; (ii) Drawing conclusions; (iii) Recognizing emotional reactions.

Tell pupils that this is a story about some animals who are afraid to eat the fruit from a big tree because they don't know the name of the tree. Have them listen to note how the animals try to solve their problem.

**Note:** You may wish to present the story in two lesson periods.

Read the story to pupils in the sections indicated. Guide the interpretation of each section using questions and comments that focus the pupils' attention on making judgments, drawing conclusions, and recognizing emotional reactions.

### THE BOJABI TREE

IN THE LAND of All-the-Beasts there was a GREAT HUNGER. Some of the animals who were so HUNGRY were Tabby Tiger, Bruno Bear, Katy Crocodile, Robin Rat, Pinky Pig, Giddy Goat, Tommy Tortoise, and many more – more than you could ever count in a year.

They ran around the wood, here and there and everywhere, eating roots and twigs and any old scraps they could find. But still they were HUNGRY.

One day they came to a Big Tree full of fruit. But they could not eat it, for they did not know what it was.

They sat down in a circle round the tree, and said, “What can we do?”

When they had thought a while, they said, “Let us send Robin Rat up the river to Leo, our King, and ask him what the fruit is and whether we may eat it.”

Robin Rat was young and spry. He scuttled up the tree and brought down one of its fruit to show King Leo.

It was a DELICIOUS-looking fruit! It looked like an APPLEORANGEPEARPLUMBANANA, but it smelled like a BANANAPLUMPEARORANGEAPPLE.

Then Robin Rat scuttled down to the river bank and climbed into his little canoe. All the day and all the day he paddled and paddled and PADDLED up the river.

And the Great Red Sun dropped behind the trees.

### Questions:

Do you think the animals made a good choice when they selected Robin Rat to go see King Leo? Why?

Then he found King Leo on the bank, all ready to receive visitors. He was wearing his crown tipped on the back of his head because he felt happy. He smiled at Robin Rat as pleasant as you please, and asked him to stay to supper.

After supper they curled up and went to sleep. There was nothing else to do, you see.

In the morning King Leo said politely, “What can I do for you, my small friend?”

Then Robin Rat answered, “Please tell us, King Leo, what is the name

attend to a story  
draw conclusions  
make judgments  
recognize emotional  
reactions  
make predictions  
make inferences



of this tree and whether we may eat the fruit of it. We are all SO HUNGRY!"

King Leo looked at the fruit that was like an APPLEORANGEPEARPLUMBANANA and he sniffed at the fruit that was like a BANANAPLUMPEARORANGEAPPLE.

Then he said, "It is a good fruit. You may eat it. The name of the tree is BOJABI."

Then Robin Rat hung his cap over his right ear and climbed into his little canoe.

All the day and all the day he paddled down the great river.

And all the way he was thinking how much he could eat of that DELICIOUS fruit. And at night he came home.

All the Beasts were waiting for him on the shore. He came up, whisking his paddle this way and that way through the water, just to show how well he could do it.

"What is it, Robin Rat?" said All the Beasts. "Tell us the name!" they roared and howled and grunted and whined and shrieked and squealed, each in his own PARTICULAR voice.

"Oh!" said Robin Rat. "I knew it a while ago, but now I have clean forgotten."

Then All the Beasts stepped into the water and upset Robin Rat's little canoe.

They SPLASHED and they SPLUTTERED and they SP-ANKED Robin Rat. Squeaksqueaksqueaksqueaksqueak! Nobody heard a word more from him that day.

#### **Questions:**

How do you know King Leo was pleased to see Robin Rat?

Why do you think Robin Rat forgot the name of the tree?

How did the animals feel?

Were the animals right in upsetting Robin Rat's canoe?

What do you think the animals will do now?

But now All the Beasts were HUNGRIER STILL. They sat in a circle round the tree and thought a while. Then they said, "Let us send Pinky Pig to King Leo to ask the name of the tree. But, Pinky Pig, DO NOT FORGET IT! Pinky Pig trotted away home – trip-trap, trip-trap, trip-trap.

He put on his best blue coat and buttoned it up, though it squeezed him a little.

Then he trotted – trip-trap, trip-trap, trip-trap – down to his little rowboat and took his oars to row up the big river. All the day and all the day he rowed and he rowed and he ROWED up the big river.

And the Great Red Sun dropped behind the trees.

Then he found King Leo on the bank, all ready to receive visitors. His crown was a little crooked because he had put it on in a hurry when he saw Pinky Pig coming. He smiled politely but he did not invite Pinky Pig to stay to supper.

"What can I do for you, my plump friend?" he asked.

Pinky Pig showed him the fruit that looked like an APPLEORANGEPEARPLUMBANANA and smelled like a BANANA-PLUMPEARORANGEAPPLE, and said, "Please, King Leo, we must know the name of this tree or we cannot eat the fruit. Please be so kind as to tell us."

Then King Leo said, "I have told Robin Rat. I will tell you. The name of the tree is BOJABI! Do not forget it."

**Questions:**

Why did the animals choose Pinky Pig to go see King Leo?  
How did King Leo feel about the second visitor?  
How do you know?  
Do you think Pinky Pig will remember the name of the tree?

Pinky Pig trotted back to his rowboat – trip-trap, trip-trap, trip-trap. All the night and all the night he rowed – he rowed – and he ro-o-owed until the oars – dropped – from – his – hands – and the big river took the boat down itself. Pinky Pig curled up under the seat. And this is the sound that came from the boat: H-r-r-umph, h-h-r-r-r-umph, h-h-h-r-r-r-r-UM-MPH!

In the morning Pinky Pig sat up and rubbed his eyes. He was at home. All the Beasts stood on the river bank looking at him. “What is it, Pinky Pig? Tell us the name!” they whistled and snarled and squealed and shrieked and whined and grunted and howled and roared, each in his own PARTICULAR voice. “I know it,” said Pinky Pig. Then he yawned. I knew it last night,” he said, “but – ah – ah – I – must – have – been – asleep, and – ah – for – got – ten – it.” That is the way he talked when he was yawning.

Then All the Beasts jumped into the water and smashed Pinky Pig’s boat and his oars. They PLUNGED about and PUNCHED poor Pinky Pig and POUNDED him until he went plop – plop – into the water. SQue-e-e-e-E-E-E-E-E-E-E-E-AL!

He ran home with the water running off him and making little puddles here and there. Nobody heard a word more from him that day.

**Questions:**

Why did Pinky Pig forget the name of the tree?  
How would you feel in Pinky Pig’s place?

But now All the Beasts were HUNGRIER and HUNGRIER. They could have eaten nails if there had been any nails in the Great Wood. They sat in a circle round the tree and thought a while.

Then they said, “Giddy Goat is older than Pinky Pig, and wiser than Robin Rat. Let us send him to King Leo to ask the name of the tree, so that we may eat the fruit of it before we starve. But, Giddy Goat, DO NOT FORGET IT!”

“A-rashum!” said Giddy Goat. He was afraid of catching cold. Away he ran – ker-lipp, ker-lipp – to his house to get a big woolly muffler to wear on the river. He wrapped it three times round his neck and tucked it neatly under his beard.

Then he ran – ker-lipp, ker-lipp – down to his little sailboat on the river. All the day and all the day he sailed and he sailed and he SAILED up the big river.

And the Great Red Sun dropped behind the trees. Then he found King Leo on the bank, not ready to receive visitors. His crown was on straight and he looked very CROSS.

“Whatdoyouwant?” he snapped – just like that.

“A-rashum!” said Giddy Goat. “I beg your Majesty’s pardon. I have a cold coming on.” He showed King Leo the fruit that looked like an APPLEORANGEPEARPLUMBANANA and smelled like a BANANA-PLUMPEARORANGEAPPLE, and said, “If you would be so very kind, King Leo, to tell us the name of this tree, so that we many know whether we may eat the fruit of it . . .”

Then King Leo said, “I have told Robin Rat. I have told Pinky Pig. I will tell you. But I will not tell ANYBODY ELSE. The name is BOJABI. DO NOT FORGET IT!” “A-rash-oo!” said Giddy Goat, and he skipped away –

ker-lipp, ker-lipp – to his sailboat. All the night and all the night he sailed and he sailed and he SAILED. All the way he was remembering the name, and he remembered it very well. He sailed so fast that he got home in the early, early morning. And all the way, when he wasn't remembering the name, he was sneezing: "A-tchoo! A-rashum! A-tchoo!"

All the beasts were waiting for him – rows and rows of them. Those in the back rows looked over the shoulders of those in the front rows, or climbed on their backs. They pushed and jostled one another until they had upset Giddy Goat's sailboat. Ker-splash – he went into the river.

Such a sight as he was when they pulled him out! His long hair was full of water. His beard was full of water. His eyes were full of water. His beautiful new muffler was full of water.

When the animals crowded round him to ask the name of the tree, he shook himself so that the water flew in their faces, and ran away home – ker-lipp, ker-lipp – with a most dreadful A-TCHOO! His wife made him go to bed. And not one word could anyone get from him all that day but "A-tchoo! A-rashum! A-TCHOO!"

### Questions:

Why did the animals think Giddy Goat would remember the name of the tree?

Why do you think King Leo was feeling cross?

Were the animals anxious to talk to Giddy Goat?

How do you know?

Why didn't Giddy Goat tell them the name of the tree?

How do you think the animals feel now?

By this time All the Beasts were so HUNGRY that they sat round the tree and cried. You see, there was no one else who had a boat. "What shall we do?" they wailed and howled and buzzed and grunted and groaned and sobbed and lamented, each in his own most PARTICULAR voice.

Then Tommy Tortoise, who had been lying asleep in the sun, opened one eye, and said, "What is all this fuss about? Haven't you found out the name of this tree YET?"

They said they had not and cried harder than ever.

"Oh, well," said he, "if that's all, I'll go and get it for you."

"YOU!" snarled Tabby Tiger.

"You! You!" grunted Bruno Bear.

"You!" snapped Katy Crocodile, biting her word off short.

"You-u-u-u!" trumpeted Elizabeth Elephant.

"You!You!You!" chattered Mimi Monkey.

You never heard such a noise – not even at the circus – as there was when they all said this, each in his own PARTICULAR voice.

"Yes, me – I mean I," said Tommy Tortoise in his little, thin voice.

Then he crawled slowly home, trailing one foot after the other, as some boys do on their way to school.

### Questions:

How do you think the animals felt about Tommy Tortoise?

Do you think they were right about him? Why?

He found his mother knitting stockings and rocking the baby.

"Hush!" said Mrs. Tortoise. "He's just dropping off."

"Mother," said Tommy Tortoise. "How can I remember the name of that tree if I go up the river to get it?"

"Tommy," said Mrs. Tortoise, "do you remember how you used to go to school with all the other little tortoises and learn things?"

"Yes," said Tommy. "Nine times one makes nine, Nine times two makes eighteen, Nine times three makes twenty-seven –"

He said the Nines table because anybody can say the Tens, and he wasn't sure about the Elevens.

"Hush!" said Mrs. Tortoise. "That will do. You will wake the baby. But I will tell you how to remember." She whispered in his ear.

Then she said, "Now, Tommy, whatever happens to you, mind your manners. Remember to bow to King Leo and to speak to him so politely that he will know you have been well brought up."

"Yes, Mother," said Tommy Tortoise. Then he put on his cap with the red tassel, and he went down to the river. He had no boat; so he had to swim. All the day and all the day he swam and he swam and he SWAM. When he was tired of swimming, he would turn over on his shell and float with all his legs kicking in the water, just as the baby kicks in his bath. And the Great Red Sun dropped behind the trees.

### Questions:

What do you think Tommy's mother whispered to him?

What do you think King Leo is going to say when Tommy Tortoise arrives?

When Tommy Tortoise reached King Leo's home, King Leo was NOT curled up comfortably wearing his crown and ready to receive visitors. He was standing on the river bank waving his tail. His big head was wagging this way and that way, and he was not smiling AT ALL.

Before Tommy could speak a word, or even make his best bow, King Leo said: "R-R-R-R-R-R-R-R-R-R-R-R-R-R-R-R! S-s-cat! S-scamper! S-scat! S-skedaddle!

"I told Robin Rat. I told Pinky Pig. I told Giddy Goat. I WILL NOT TELL YOU that the name of the tree is bojabi.

R-R-R-R-R-R-R-R-R-R-R-R-R-R-R-R!"

"Bojabi," whispered Tommy Tortoise to himself, and jumped – ker-lump – into the river again.

All the night and all the night he swam and he swam and he SWAM. But it was easy work to let the big river carry him on its back.

All the night and all the night he made up a little song and sang it, like this:

"O Robin Rat, what shall we eat?  
Bojabi – bojabi – bojabi.  
O Pinky Pig, so fat and neat,  
Bojabi – bojabi – bojabi.  
O Giddy Goat, so fast and fleet,  
Bojabi – bojabi – bojabi.  
O Humpy Hippo, hard to beat,  
Bojabi – bojabi – bojabi.  
O Bruno Bear, with clumsy feet,  
Bojabi – bojabi – bojabi.  
O Katy Crocodile, here's a treat,  
bojabi – bojabi – bojabi.  
O Tommy Tortoise, of Puddle Street,  
Bojabi – bojabi – bojabi.  
O All the Beasts, come quick and eat  
Bojabi – bojabi – bojabi."

And THAT was what his mother had told him to do. All the Beasts were lying on the bank of the river. Far away they heard the little, thin voice of Tommy Tortoise singing his song. They pricked up their ears,



looking this way and that way as they listened. And presently Tommy Tortoise came crawling up through the mud.

"What is it?" they cried, each in his own PARTICULAR voice. You would have thought that all the circuses in the world were there.

"Bojabi," said Tommy Tortoise, and crawled away home without another word.

That night All the Beasts had bojabi for their supper. But Tommy Tortoise had cream with his.

After that All the Beasts in that wood were never hungry. They could always eat bojabi.

They made Tommy Tortoise their king. "For," they said, "If he could remember the name of the bojabi tree, he can do anything."

As far as I know he is king of All the Beasts in the Great Wood today.

— Edith Rickert

### Questions:

Were you right about what King Leo would do?

Do you think King Leo really planned to say the name of the tree again?

Why did Tommy Tortoise remember the name of the tree?

Why did the animals make Tommy Tortoise their king?

Do you think Tommy would be a good king? Why?

Have pupils relate the story to the unit theme "Taking responsibility."

Have them discuss other ways in which the animals could have found out the name of the tree.

**Note:** You may wish to tape-record the story for pupils to listen to in independent activity periods.

**Experience extension:** Have pupils make paper-bag puppets of each character in the story. Then have them use the puppets to tell the story.

## Activity 9

**Workbook, page 53: Using the context – unknown word is defined; familiar situation**

review procedure  
used to identify  
words

read sentences

use contextual and  
phonic cues to  
identify words

discuss procedure  
used to identify  
words

Use the sentences 1-5 in the lesson and have pupils complete sentences 6-10 independently. Have pupils review the procedures used to identify words. Use the following procedure with sentences 1-5, *Workbook*, page 53.

Have pupils:

- (i) read each group of sentences silently
- (ii) identify the underlined word
- (iii) discuss the clues that were helpful in identifying the word
- (iv) note other words that they couldn't identify and discuss these words.

For some pupils you may wish to guide a discussion of each example.

Some suggested questions for sentences 1-5:

1. patiently What are some things a dog might do if it had to wait for its owner for a long time?  
What did Bobby's dog do?

recognize that unfamiliar words may be defined in context

recognize familiar situations

read sentences

use contextual and phonic cues to identify words

2. shiver What happens to you when you get very cold?
3. clumsy What are other things a clumsy person might do?
4. prickly Name other things that could be called prickly.  
(broom, toothbrush, porcupine, some materials, etc.)
5. breathless How do you feel when you have been running very hard?  
What happens to your breathing?

Have pupils note that sometimes an unfamiliar word is explained by other parts of the sentences. Have them note that their knowledge of situations can also help them to know what an unfamiliar word means.

Have pupils complete sentences 6-10 independently. Have them read each sentence and note the underlined word. Have them underline other parts of the sentence that tell about the underlined word. Discuss sentences 6-10 with pupils.

## Activity 10

### Writing a composition: play

recall form of a play

identify players

plan sequence of events

dictate sentences for recording

recognize conventions of written language

Have pupils review the form of a play. You may wish to have pupils recall the work they did with plays in Unit 44. Suggest to pupils that they write "The Bojabi Tree" as a play. Develop a list of players on the chalkboard.

For some pupils you will want to develop the play in a group-writing activity. Have pupils plan the episodes they will include in the play. (You will probably not want to use the whole story.) Then have them dictate the sentences for you to record. As you record pupils' sentences, direct their attention to the form of the play, and the conventions of written language. Read the completed play to the pupils.

Other pupils will be able to write the play individually. Remind pupils that they should use their own words and not feel that they must have exactly the same conversation as in the story.

read a play

Have pupils read the completed plays to the group.

If pupils made paper-bag puppets of the story characters, have them use the puppets in presenting the play.

*Have you read to your pupils today?*

# Activity 11

**Cartwheels, pages 139-147: "Paper Route" –Reading a story**

**Interpretation skills:** (i) *Making judgments;* (ii) *Recognizing emotional reactions*

## Core Vocabulary

**Unit** – paper street window money hard across

**Review** – thought where quiet water found start

## Application of known phonic and structural principles

thought through caught know knew walk  
week street asleep leaves please reach school  
soon look took play way day wait  
sailed railing said house bounced around found  
I'll you'll won't that's they'll here's  
I've you're didn't you've you'd

## Preparation for reading

Have pupils locate the title in the Contents and turn to page 139. From the title and pictures have them make some predictions about the content of the story.

## Guiding the reading

Have pupils read the story silently. Encourage pupils to use contextual and phonic cues in identifying words. Guide the interpretation of the story using questions and comments that direct pupils in using details to make judgments and recognize emotional reactions.

Why do you think Rick wanted a paper route?

Did his parents think he could do the job? How do you know?

Why did Rick think the job was easy?

What words would you use to describe Rick?

Were Rick's customers right in putting the money in the places where the paper landed? Why?

How would you feel in Rick's place when he went to collect his money?

What did Rick mean when he said, "But next week will be different"?

Have pupils relate the story to the unit theme "Taking responsibility."

Have pupils discuss these questions.

What do you think would happen if Rick didn't change his ways?

What do you think Rick's parents thought of the way he did his job?

## Experience extensions

1. Have pupils prepare the story for oral reading. Use the procedure described in Activity 7.

2. Have pupils dramatize the story.

*Have you helped pupils to prepare before reading orally?*

paper

street

window

money

hard

across

though

where

quiet

water

found

start

sure

every

won't

could

along

threw

why

should

here

use Contents page

make predictions  
about story

make inferences

make judgments

recognize emotional  
reactions

relate story to unit  
theme

# Activity 12

## Combining sentences

Have the following sentences on the chalkboard before the lesson.

- (i) Barbara hurried home from school. Annis hurried home from school.
- (ii) They tried to skate-board on the front lawn. The grass was too soft.
- (iii) Barbara and Annis practised and practised.
- (iv) They could stay on the skate-board. They didn't wobble. They could keep the board in a straight line. They could start it. They could stop it.

With each of the groups of sentences, have pupils:

- (i) read the sentences silently
- (ii) suggest ways in which the sentences could be combined
- (iii) dictate the revised sentences.

Record the revised sentences to the right of the original sentences. Have pupils compare the original and revised sentences noting words that have been left out and words that have been used to combine the sentences.

## Workbook Follow-up, page 54: Interpreting riddles Interpreting illustrations Writing answers

Have pupils read each riddle, study the illustration, then write the answer.

**Extra teaching:** Use sentences from group compositions to provide pupils with additional instruction in revising sentences. When pupils are writing individually, guide them in noting ways to improve their sentences by combining sentences, using connectives, and varying the sentence beginnings.

# Activity 13\*

**Recognizing core vocabulary:** great faster build fence  
hard hurt place paper  
street window money across

1. Before you begin the lesson, write the following sentences on the chalkboard (or duplicate copies for pupils, leaving sufficient space for them to write answers).

Name three things that can run faster than you.  
Where is a good place to build a cave?  
Why is it hard to climb a high fence?  
Name three things you can see across the street from the school.  
What can you see outside your bedroom window?  
How do you feel when you hurt your knee?  
How much money do you need to buy an ice-cream cone?  
Write your name on the back of this paper.

Have pupils read the sentences silently. Have them mark the core vocabulary words as you name them.



write sentences

read sentences orally

write sentences

As an independent activity, have pupils answer the questions. Have pupils share their answers by reading them orally.

2. Select words from the core vocabulary. Have the pupils write sentences using the words.

### **Workbook Activity, pages 55-56: Reading a story Making judgments**

read a story

answer questions

make judgments

Have pupils read the story and answer the questions after each section. Have them circle words that they could not identify. Discuss the exercise with pupils.

### **Checking achievement**

Do pupils

- express personal ideas related to the unit theme?
- respond to ideas expressed by peers?
- participate in group discussions?
- record personal ideas on a regular basis?
- evaluate written expression?
- evaluate oral reading performance?
- associate sound and symbol – silent consonants l, k?
- recognize core vocabulary?

Can pupils

- say the alphabet?
- recognize and use alphabetical order?
- organize ideas for recording in daily journals?
- recognize words that convey emotion?
- relate personal experiences to listening and reading selections?
- make judgments about situations in listening and reading selections?

# Spelling

## Unit Words

caught	yellow	daddy
apples	hill	summer
happy	kitten	rabbit
happen	funny	

## Spelling Activity 1

- caught** ← 1. Dictate and check the spelling. Dictate taught.
2. Direct pupils' attention to:  
–sound spelled by au  
–silent letters gh.
3. Have pupils use the WSP procedure with the words.
4. Dictate the following sentences.  
He caught the ball.  
He taught in a school.

## Spelling Activity 2

### Review

- |      |              |  |
|------|--------------|--|
| to   | <b>two</b> ← | 1. Use the established test procedure with the words at the left (the thirteenth group of Level 4 words listed on page S30 of the pupil <i>Workbook</i> ). |
| too  | up           |  |
| took | upon         |  |
| toy  | us           | 2. Have pupils follow the WSP with any words spelled incorrectly on the pretest.   |
| tree | was          |  |

## Spelling Activity 3

- apples** ← 1. Dictate the words at the left and check the spelling.
- happen** 2. Direct pupils' attention to:  
**happy** –double consonant p  
–sound spelled by a in each word  
–plural s on apples  
–en in happen  
–sound spelled by y in happy.
- yellow** ← 3. Dictate the words at the left and check the spelling.
- hill** 4. Direct pupils' attention to:  
–the double consonant l in each word  
–the sound spelled by ow in yellow.

bellow    bill  
fellow    mill  
          spill  
          still

5. Extend the spelling list by dictating the words at the left. Have pupils suggest other words that follow the pattern.
6. Dictate the following sentences.  
She caught the ball.  
The apples are yellow.  
The hill is high.  
When did it happen?  
Are you a happy fellow?

#### **Workbook Follow-up: page S23**

Review the spelling of the words as pupils write them. Study the directions with pupils. Have them complete the page independently.

### **Spelling Activity 4**

kitten  
funny  
daddy  
summer  
rabbit

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - the double consonant in each word
  - the sound spelled by y in daddy and funny
  - the en in kitten.
3. Have pupils follow the WSP with any words spelled incorrectly in the pretest.
4. Have pupils choose any two of the words and write a sentence for each word.

#### **Workbook Follow-up: page S24**

Review the spelling of the words as pupils write them. Study the directions with pupils. Have them complete the page independently.

### **Spelling Activity 5**

#### **Review**

1. Use the established test procedure with the Unit 45 word list.
2. Have pupils follow the WSP with any words spelled incorrectly on the pretest.
3. Have pupils select any three words from the dictated list and write a sentence for each word. Have them work in pairs to proofread their sentences.

### **Spelling Activity 6**

#### **Review**

Use the established procedure with the words at the left (the fourteenth and last group of Level 4 words listed on page S30 of the pupil *Workbook*).

we        with  
went     work  
were     worker  
when    you  
white    your  
will

## Spelling Activity 7

### Review

1. Use the established test procedure with the Unit 46 word list.
2. Have pupils follow the WSP with any words spelled incorrectly in the pretest.

### Workbook Activity: page S25

Have pupils complete the page independently.

When pupils have completed their stories and checked them, have them explain how they find errors when they are proofreading.

**Note:** Write some of the pupils' stories on the chalkboard or duplicate copies for pupils to work on. Conduct a proofreading activity using these stories that have been written as part of the spelling program. Have pupils proofread the selections and discuss the errors that they found.

## Spelling Activity 8

### Assessment

rabbit apples → Use the established procedure.

kitten happen

caught hill

summer daddy

happy yellow

funny

### Workbook Activity: page S26

Read the directions with pupils. Tell pupils that all the words in the puzzle have been in their spelling lists. If they're not sure of a word, they should check page S31 in their *Workbook*.



# Unit 51

## Theme: Canadian summer

LISTENING	SPEAKING	READING	WRITING
<b>Activity 1</b> Listening to a poem  Listening to ideas of peers	Developing the unit theme  Talking about an essay	<b>Activity 2</b> <i>Cartwheels</i> , pp. 148-153: Reading an essay <i>Workbook Activity</i> , p. 57: Assessment – Using alphabetical order <b>Activity 3</b> Associating sound and symbol: silent consonants w, b <i>Workbook Follow-up</i> , p. 58: Associating sound and symbol: silent consonants l, k, w, b	Writing words in alphabetical order
<b>Activity 4*</b> Listening to a poem	Expressing sensory impressions  Discussing choice of words	Reading a paragraph  <b>Activity 6</b> Understanding word structure: derived forms of root words ending in y Reading a descriptive paragraph  <b>Activity 7</b> <i>Cartwheels</i> , pp. 154-155: Reading a personal report <i>Workbook Activity</i> , p. 60: Assessment – Associating sound and symbol: a followed by l, w, u; consonant combinations ng, nk	<b>Activity 5</b> Writing a composition: paragraph  Writing words  <i>Workbook Activity</i> , p. 59: Writing a descriptive paragraph
Listening to peers  Recognizing words with /ð/  Recognizing words with /ng/ / /ngk/  Reacting to ideas of peers  Listening to a skipping chant	Sharing ideas about a report  Saying word with /ð /  Saying words with /ng/, /ngk/  <b>Activity 8</b> Participating in a group discussion  Saying a skipping chant	<b>Activity 9*</b> <i>Cartwheels</i> , p. 156: Reading a skipping chant	

<b>Activity 10</b> Listening to a poem	Developing the unit theme Expressing sensory impressions	Workbook Activity, p. 61: Assessment – Using context to identify words	Writing sentences
Evaluating oral presentation	<b>Activity 11</b> Workbook, p. 62: Presenting poetry orally	Reading poetry orally  <b>Activity 12</b> Workbook, p. 63: Assessment – Recognizing core vocabulary Reading sentences	Writing answers to questions Writing a story
Listening to peers read	Evaluating stories	Reading stories	<b>Activity 13</b> Writing a composition: story
Reacting to ideas of peers	Discussing an essay	<b>Activity 14</b> Cartwheels, pp. 157-160: Reading an essay Reading sentences	Workbook Activity, p. 64: Writing sentences
<b>Activity 15</b> Listening to poems	Saying poems	If needed, additional phonics lessons for review and maintenance are in the Appendix	Spelling Activities are detailed at end of unit

## INDEPENDENT ACTIVITIES

1. If you have *The Reading Corner 5*, have pupils read Book 47.
2. If you have the *Phonics Workbook*, have pupils who need extra practice complete pages 62-64.
3. Have pupils read library books. Have them select their favorite part of the book and prepare a segment of it for oral reading to their classmates.
4. Have pupils work in pairs to learn poems about summer. In another lesson period have pupils say the poems to their classmates.
5. Have pupils write daily entries in their personal journals.
6. Have pupils paint various kinds of summer pictures.
7. Have pupils work in small groups to make a collage of summertime features and activities.
8. Provide pupils with pictures or photographs that will stimulate ideas for stories. Have pupils invent stories based on the pictures. Have pupils tape-record or write their stories.
9. Have pupils work in pairs or small groups to prepare word-and-picture-charts about summertime topics such as "Summer Sounds" and "Summer Sights."
10. Have on hand a variety of picture postcards or photographs from various places in Canada and settings. Pupils can select one and write why they might like to spend a summer vacation there.

11. Have pupils pretend that they are on summer holiday. Have them write a letter to a friend telling him/her all that they are doing.
12. Pupils make charts listing: 1) ways to have fun in the summer; 2) summer clothes; 3) summer foods.
13. Have pupils make small booklets entitled "Summer is . . ." On each page they write "Summer is \_\_\_\_\_ (for example, swimming in the lake) and illustrate it. Encourage them to share their books with others.
14. Display a large map of Canada on the wall. Pupils look at the map to find and list places to visit by the sea, on lakes, cities, etc. Put these lists on the wall beside the map.
15. Display a road map of your area. Pupils can find a place they would like to visit and write out the directions for getting there.

## BOOKS TO READ

1. *Milkweed Days*, Jane Yoden (Thomas Y. Crowell)  
Photographs and story of three children who spend the lazy, late-summer days playing in the sunny meadow behind the old barn.
1. *Dawn*, Uri Shulevitz (Farrer)  
The drama and beauty of a pastoral dawn.
3. *Wet and Sandy Day*, Joanne Ryder (Harper)  
A little girl is sure it will be a sunny day and heads for the beach. Her mother foretells rain and is right.
4. *Too Hot For Ice Cream*, Jean Van Leewen (Dial)  
It is a hot summer day in the city and Sara can't go to the beach.
5. *One Summer Night*, Eleanor Schick (Morrow)  
A whole street pulses with music and sound just because two young sisters start singing.

*Have a happy day!*

# Activity 1

## “That Was Summer” – Listening to a poem

**Interpretation skill:** *Forming sensory impressions.*

*The interpretation skill of forming sensory impressions requires that the listener or reader respond to the descriptive language used by the author to represent sensory experiences (visual, auditory, tactile). In previous units of Levels 4 and 5, pupils have had several opportunities to form sensory impressions in both listening and reading activities. Use the activities in this unit to extend the pupils' vocabulary for describing sensory impressions.*

Present the title of the poem. Have pupils suggest ideas that might be given in the poem.

Read the poem verse by verse to pupils. Guide the interpretation using questions after each verse and comments that will assist pupils in forming sensory impressions.

### THAT WAS SUMMER

Have you ever smelled summer?  
Sure you have.  
Remember that time  
when you were tired of running  
or doing nothing much  
and you were hot  
and you flopped right down on the ground?  
Remember how the warm soil smelled  
and the grass?  
That was summer.

#### Questions:

What words would you use to describe the smell of the soil and the grass? (For example, clean, fresh, earthy, fragrant)

List pupils' suggestions on the chalkboard. Encourage pupils to use a variety of words.

Remember that time  
when the storm blew up quick  
and you stood under a ledge  
and watched the rain till it stopped  
and when it stopped  
you walked out again to the sidewalk,  
the quiet sidewalk?  
Remember how the pavement smelled –  
all steamy warm and wet?  
That was summer.

Have pupils describe what they have seen, felt and smelled when they have been caught in a rainstorm.

make predictions  
about content of  
poem

attend to a poem

form sensory  
impressions

extend vocabulary

express personal  
ideas

make inferences

sense emotional  
reactions



**Questions:**

Why would the sidewalk be quiet after a rain?  
Why would the pavement be steamy after a rain?  
What words would you use to describe the smells after a rain?  
(For example, fresh, fragrant, clean, pure)

List pupils' suggestions on the chalkboard.

Remember that time  
when you were trying to climb  
higher in the tree  
and you didn't know how  
and your foot was hurting in the fork  
but you were holding tight  
to the branch?  
Remember how the bark smelled then –  
all dusty dry, but nice?  
That was summer.

**Questions:**

How would you feel if you were climbing a very high tree?  
What words would you use to describe the feel of the bark? (For  
example, rough or smooth, sticky, dusty, scratchy)

List pupils' suggestions on the chalkboard.

If you try very hard  
can you remember that time  
when you played outside all day  
and you came home for dinner  
and had to take a bath right away,  
right away?  
It took you a long time to pull  
your shirt over your head.  
Do you remember smelling the sunshine?  
That was summer.

— Marci Ridlon

**Questions:**

How would you feel if you had played outside all day on a hot  
summer day?  
Why would it take a long time to pull your shirt off?  
What do you think sunshine smells like?

Read the complete poem to pupils. Have them suggest other words that describe summer smells. Have them classify the words. Use this selection to establish the unit theme "Canadian summer." Have pupils note what summer meant to the author of the poem. Have them tell what summer means for them.

**Note:** If you have access to films, slides, or photographs related to the unit theme, make frequent use of them to stimulate the pupils' use of descriptive language in speaking and writing activities.

**classify**  
**express ideas about**  
**unit theme**

## Activity 2

**Cartwheels, pages 148-153: Reading an essay – “Super Playground”**

**Interpretation skills:** *Forming sensory impressions.*

### Core Vocabulary

**Unit** – playground everyone climb high tired together

**Review** – summer children hard laugh water friends

### Application of known phonic and structural principles

playground something without everyone sometimes  
into their friends play look smooth nearly pool  
really see feed green laugh because

### Preparation for reading

Present the title. Have pupils describe what they think they would see in a super playground. Have pupils locate the title in the Contents and turn to page 148. Have them look at the first photograph to see if some of their suggestions are shown.

### Guiding the reading

Have pupils read the essay silently to find out what makes this playground a super one. Remind pupils to use the photographs and contextual and phonic cues to identify words. Observe pupils during the silent reading, providing direction as needed in identifying words. Note the pupils' reactions as they read the essay.

Guide the interpretation of the selection using questions and comments that encourage pupils to extend their vocabulary and to form sensory impressions. Have pupils name some of the activities that are available at this playground.

Why is “super” a good word to describe this playground?

What other words would you use to describe this playground?

List the words on the chalkboard. Have pupils tell why they chose the particular words to describe the playground.

Do you think children enjoy themselves at the super playground?

Why?

Would grown-ups like this playground? Why?

Have pupils describe the sights and sounds that relate to each playground activity described.

If you had to choose one thing to play on at the super playground, what would you choose? Why?

Relate the essay to the unit theme “Canadian summer.” Have pupils tell what they like to do at playgrounds or other places that have equipment for children to play on.

**Experience extension:** As an ongoing activity in this unit, have pupils make a model of a super playground. Have them plan the equipment they will install in the model playground. Have them make models of the equipment using boxes, bags, paper towel rolls, string, wire, etc. Have them plan the layout of the playground and develop it on a large sheet of brown paper. Have them arrange the models in appropriate places.

understand  
alphabetical order

### Workbook Activity, page 57: Assessment – Understanding alphabetical order

Have pupils follow the directions given with each section of the exercise.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 3

### Associating sound and symbol – silent consonants w, b

read sentences  
identify silent w  
recognize and  
define homonyms  
use contextual cues  
to close sentences

1. Have the following sentences on the chalkboard before the lesson.  
I'll write my name right here.  
They put the whole bag of grass in a hole in the ground.  
Mom rapped on my bedroom door and asked, "Have you wrapped the birthday present?"  
Have pupils
  - (i) read each sentence
  - (ii) note the pronunciation of each underlined word and identify the silent letter
  - (iii) identify the word that sounds the same as the underlined word
  - (iv) compare the spelling and the meaning of the two words.
2. Have the following sentences on the chalkboard before the lesson.  
I got a \_\_\_\_\_ for my birthday. (wrong, wristwatch, writing)  
A \_\_\_\_\_ is a little bird. (wrap, wrench, wren)  
The ship was \_\_\_\_\_ in the big storm. (wrecked, written, wrinkled)  
Have pupils:
  - (i) read each sentence and the words in parentheses
  - (ii) choose the correct word for the sentence
  - (iii) identify the silent letter.

**Note:** You may wish to complete this activity in another lesson period.

identify silent b

3. Have the following sentences on the chalkboard before the lesson.  
Can a lamb climb a tree?  
Is a leg a limb?  
Can you eat a cookie crumb?  
Can you comb your hair with a brush?  
Does your finger feel numb when you catch it in the door?  
Have pupils read each sentence, note the pronunciation of each underlined word and identify the silent letter.

identify silent letters  
l, k, w, b

understand  
sentences

illustrate an idea

### Workbook Follow-up, page 58: Recognizing silent consonants l, k, w, b Reading a story

Have pupils follow the directions given with each section of the exercise.  
Have them draw a picture of the elf.

# Activity 4\*

“June” – Listening to a poem

**Interpretation skill:** *Forming sensory impressions.*

Have pupils suggest ideas they have when they think of the month of June. Read the poem. Guide a brief discussion of the poem using questions and comments that encourage pupils to form sensory impressions.

## JUNE

The day is warm  
and a breeze is blowing,  
the sky is blue  
and its eye is glowing,  
and everything's new  
and green and growing. . . .

My shoes are off  
and my socks are showing. . . .  
My socks are off. . . .  
Do you know how I'm going?

BAREFOOT!

— Aileen Fisher

### Questions:

What words would you use to describe the day in the poem?

List the words on the chalkboard. Have pupils select two or three words that create the best pictures.

What does it feel like to go barefoot?

# Activity 5

**Writing a composition: descriptive paragraphs**

**Note:** *For this activity you will need to provide some concrete objects that pupils can use as focal points for paragraph ideas. Select one object to be described in each writing activity. Have pupils refer to the object again when they revise the paragraph.*

1. Select an object for the pupils to describe, for example: flowers in a vase; fruit in a bowl; candies in a dish; collection of pencils – different colors, sizes, condition; a used paintbox.

Have pupils study the object and suggest words they would use to describe it. Encourage pupils to use precise words that express their ideas about how the object looks, tastes, feels, or smells. Have pupils dictate four or five sentences that describe the object. Read the sentences to pupils. Have them note some of the descriptive words and tell what that word makes them think of.

2. In another lesson period, have pupils revise the first draft of the descriptive paragraph. Direct the pupils' attention to one feature that needs revision. For example: synonyms for over-used words; short sentences that can be combined; long sentences that need to be separated; the title.

*Have you had fun with the children today?*



Have pupils dictate revisions for the paragraph. Have them evaluate the first draft and the revised draft to note how the revisions made the paragraph more interesting.

3. Have pupils work individually to write descriptive paragraphs about familiar things. Have pupils read their paragraphs to the group.

**Note:** Directed activities in written expression focus the pupils' attention on some of the thinking processes of writing. As a result of these activities, pupils should learn to evaluate their own work and to recognize that revising will result in more interesting written expression. Of course, you will want to remind pupils to pay attention to the mechanics of written expression – handwriting, spelling, punctuation.

## Activity 6

### Understanding word structure – inflected forms of root words ending in y

Before the lesson, have the sentences in parts 1, 2, and 3 on the chalkboard.

Mark wants to try to climb the rope  
Anne tries to ride the water bike.  
Bill tried to climb the big green mountain.  
He is trying to climb it again.

Have pupils read the sentences and identify the underlined words. Have them identify the root word. Have them note how the spelling of the root word is changed when -es and -ed are added.

Write each root word that is given in parentheses on the chalkboard before you say the following groups of sentences to the pupils. Have pupils identify the new form of the root word in the sentences and tell how it is spelled. Write the inflected forms beside the root word on the chalkboard.

(hurry) Jack hurries to school because he is late.  
Bob hurried to catch up with his friends.  
The man is hurrying to catch the bus.

(fry) Mom was frying chicken for our picnic.  
Do you like french fries?  
I ate a fried egg for breakfast.

Have pupils read the words listed on the chalkboard. Have them note that when the root word ends in y, we usually change y to i before adding es or ed.

2. A wagon is heavy.  
A car is heavier.  
An airplane is heaviest.

We wrote a funny story today.  
It was funnier than the one we wrote last week.  
But the story our teacher read to us was the funniest.

Have pupils read the sentences and identify the underlined words. Have them:

- (i) note the root words
- (ii) note how the spelling of the root word is changed when -er and -est are added.

read sentences

identify root words  
ending in y

recognize spelling  
change in root  
words ending in y  
when -es, -ed added

form generalization

Have them note that when the root word ends in y, we usually change y to i before adding -er or -est.

3. Bob's hair is curlier than Joe's.  
My dog has the floppiest ears of all.  
Annis cried when she fell off the skate-board.  
Barbara is hurrying to get help.  
This kitten is prettier than that one.  
This squirrel has a bushy tail.  
The plane flies high in the sky.

Have pupils:

- (i) read each sentence
- (ii) underline the words that have endings
- (iii) write the root words.

If your pupils do this as an independent exercise, check it with them focusing attention on the spelling changes.

### **Workbook Activity, page 59: Reading a descriptive paragraph Writing a descriptive paragraph**

Have pupils read the paragraph "Faces." Have them write and illustrate their own version of the topic. Encourage pupils to use descriptive words in their paragraphs. Have pupils share their paragraphs by reading them orally.

**Note:** *The selection "Faces" was written by a child.*

## **Activity 7**

### **Cartwheels, pages 154-155: "My Sister Is a Copycat!" Reading an essay**

**Interpretation skills:** (i) *Forming sensory impressions;* (ii) *Recognizing relationships – sequence;* (iii) *Recognizing emotional reactions.*

#### **Core Vocabulary**

**Unit** – playground climb sister together

**Review** – fast down my

#### **Application of known phonic and structural principles**

copycat everything playground upside playboat  
tree-house playground swing sky skip slide  
climb playboat pretend steps tree-house

#### **Preparation for reading**

Present the title. Have pupils explain what they think is meant by the word copycat. Have them tell how they feel about someone who is a copycat. Have pupils suggest some ideas that might be in the reader selection. Have pupils locate the title in the Contents and turn to page 154. Have them survey the pictures to check the accuracy of their prediction.

### Guiding the reading

Before pupils begin reading, point out that the little girl is always one activity behind the bigger girl. Have them use the illustrations to clarify the sequence of the children's actions. Have them note that illustrations are paired by geometric shape and color to show the sequence of actions.

Have pupils read the selection silently. Guide the interpretation using questions and comments that direct the pupils in forming sensory impressions, recognizing relationships – sequence, and recognizing emotional reactions.

How do you think the girl feels about her little sister? Why?

Why do you think the little girl copies her sister?

Why don't the girls play together at the playground?

What words tell how the girls swing? how they slide? how they play on the bars?

What does the last line tell you about the sisters?

How would you feel if you had a sister who was a copycat?

Have pupils relate the ideas in the selection to the unit theme "Canadian summer." Have them tell about other activities that the girls in the selection might do during the summer. Have pupils note situations in which the little sister might get into difficulty trying to copy her big sister.

**Experience extension:** Have pupils write their own versions of the report. Have them complete the title "My \_\_\_\_\_ Is a Copycat!" with an appropriate word. Encourage pupils to consider a number of possibilities for the topic, for example, friend, dog, bird, cat, and so on.

**Workbook Activity, page 60: Assessment – Associating sound and symbol: a followed by l, w, u**  
**Consonant combinations ng, nk**

Have pupils read the story and note the underlined words. Have them circle the appropriate meaning for each underlined word. Have them follow directions given for the second part. Have pupils share their answers to the second part.

**Extra teaching:** For pupils who had difficulty with this concept, use the activities outlined in the Appendix.

## Activity 8

### Participating in a group discussion

**Note:** Take a light approach to this discussion. Encourage pupils to enjoy sharing their ideas about the topic.

Have pupils form their discussion groups. Have pupils share their ideas about what they think is the best thing about summer. Remind them to give reasons to support their choices and to ask each other questions.

At the end of the discussion, have pupils paint pictures of what they like best about summer. Have them write sentences about their pictures. Staple the sentences to the pictures.

note sequence

read a personal report

draw conclusions

form sensory impressions

recognize relationships: sequence

recognize emotional reactions

relate ideas in report to theme

associate sound and symbol: a followed by l, w, u

consonant combinations ng, nk

recognize word meanings in context

form sensory impressions

participate in a discussion

illustrate personal ideas about a topic

write sentences

# Activity 9\*

## **Cartwheels, page 156: "Lucky Duck" –Reading a skipping chant**

### **Preparation for reading**

Have pupils tell some of the chants that they use when they skip. Present the title. Have pupils suggest some words that they might expect to find in a skipping chant about a duck.

Read the chant to pupils. Have pupils locate the title in the Contents and turn to page 156.

### **Guiding the reading**

Have pupils read the chant silently.

Conduct a brief discussion about the ideas expressed.

What is the duck's trouble?

What do you think might happen to the duck?

Have pupils read the chant aloud with you. You may wish to do the oral reading several times to develop effective expression of the rhythm. Encourage pupils to learn to say the chant.

**Experience extension:** Have pupils learn other skipping chants. You may wish to write some of the chants on chart paper for pupils to use in independent activity periods. In gym class have pupils skip to the chants that follow.

Donald Duck is a one-legged, one-legged, one-legged duck.  
Donald Duck is a two-legged, two-legged, two-legged duck.  
Donald Duck is a three-legged, three-legged, three-legged duck.  
Donald Duck is a four-legged, four-legged, four-legged duck.  
Donald Duck is a bow-legged, bow-legged, bow-legged duck.  
Donald Duck is a pigeon-toed, pigeon-toed, pigeon-toed duck.

Mickey Mouse  
Ran through the house.  
Clapped his hands,  
Stamped his feet,  
Wiggled his tail,  
And around about!

Teddy bear, teddy bear, turn around.  
Teddy bear, teddy bear, touch the ground.  
Teddy bear, teddy bear, show your shoe.  
Teddy bear, teddy bear, that will do.

Teddy bear, teddy bear, go upstairs.  
Teddy bear, teddy bear, say your prayers.  
Teddy bear, teddy bear, switch off the light.  
Teddy bear, teddy bear, say goodnight.  
GOODNIGHT!

**Note:** If you are interested in more skipping chants, refer to *Sally Go Round the Sun*, compiled by Edith Fowke, McClelland and Stewart, 1969. This book is a collection of songs, games, and rhymes of Canadian children.

say skipping chants  
make predictions  
about words in the  
chant  
listen to a skipping  
chant  
use Contents  
read chant  
note details  
make inferences



# Activity 10

## Listening to a poem – “Running Song”

**Interpretation skill:** *Forming sensory impressions*

attend to a poem  
react to a poem  
form sensory  
impressions

Read the poem to pupils. Guide the interpretation of the poem using questions and comments that encourage pupils to form sensory impressions.

### RUNNING SONG

I am running,  
running, running.  
I am running  
just for fun.  
Through the grass  
and through the gravel  
running faster  
see me travel  
past the people  
staring, staring.  
They are thinking  
something's wrong.  
I'm not looking.  
I'm not caring.  
I'm just running  
hard and long.

Now my feet are  
pounding pavement.  
Now my heart is  
pounding too.  
I can feel the  
sidewalk searing  
through the bottom  
of my shoe.

How the wind is  
whipping past me.  
How the trees are  
whizzing by.  
Rushing rivers  
run forever.  
Maybe I can  
if I try.

— Marci Ridlon

### Questions:

What kinds of feelings did you have as you listened to the poem?  
(Have the pupils note ways in which their expressions of the poem were alike and different.)  
Why is the person in the poem running?  
Do you ever do that? Why?  
How does it feel?

Have pupils give words that describe how they feel when they run fast and hard. Write pupils' suggestions on the chalkboard. Have pupils select the words that are most descriptive.

relate poem to unit  
theme

Have pupils relate the idea in the poem to the unit theme “Canadian summer.” Have them tell where they like to run and why it is so much fun. Read the poem to pupils again in this or other lesson periods. As the pupils become familiar with the poem, encourage them to join you in saying it.

**Workbook Activity, page 61: Assessment – Using the context to identify words**  
**Writing sentences**

use context to  
identify words  
write sentences

Have pupils read each set of sentences and note the underlined words. Have them underline parts of the sentences that tell about the underlined words. Have them note each circled word and write a sentence for each word. Discuss the exercise with pupils.

**Extra teaching:** For pupils who had difficulty with this exercise, provide additional instruction in the use of contextual and phonic cues. Select some sentences from group compositions or reader selections and re-write the sentences omitting some words. Have pupils read the sentences and supply appropriate words for the blanks.

## Activity 11

### **Workbook, Page 62: Reading poetry orally**

Have pupils review the purpose of the oral reading, the standards they set for good oral reading, and the steps in preparing an oral reading presentation.

Have pupils recall some of their favorite poems and tell why they like to say them or hear other people say them.

Have pupils turn to *Workbook*, page 62. Have them read the poem, "Joy Music," silently. Have individual pupils tell briefly what the poem is about. Have pupils consider each stanza:

- (i) the feeling or mood
- (ii) the key words
- (iii) pronunciation difficulties.

Assign the stanzas to pairs of pupils. Have them read a stanza to each other. Encourage pupils to experiment with different speeds and volumes. Have several pupils read each stanza orally. Have pupils evaluate the oral reading. You may wish to have one of the better readers read the entire poem.

**Experience extension:** Have pupils work in small groups to prepare a pantomime of the actions. Have one pupil read the poem while the others in the groups perform the actions.

**Note:** *If some of the pupils have difficulty with expressive oral reading, provide them with opportunities to read aloud with you. Echoic reading experiences provides pupils with an effective reading model that they can copy. As the activity is done in a group setting, pupils will likely be more at ease and willing to participate.*

# Activity 12

## Workbook, page 63: Assessment – Recognizing core vocabulary

**Note:** This exercise does not contain all the core vocabulary words presented in Level 5. If you have noticed that pupils have difficulty recognizing other core words, provide additional instruction using the lessons given in the Appendix.

Have pupils turn to *Workbook*, page 63. Have them read each sentence silently. Have pupils mark the core vocabulary words in each sentence as you name them.

read sentences  
recognize core  
vocabulary

<u>Sentence</u>	<u>Underline</u>	<u>Circle</u>	<u>Mark with X</u>
1	neck	long	climb
2	near	high	fence
3	before	eat	
4	playground	train	around
5	ever	quiet	forgotten
6	friend		
7	noise	hurt	loud
8	branch	build	
9	great	bread	
10	across	street	

In another lesson period have pupils complete the page. Have them read each question and circle “yes” if the answer is yes, and “no” if the answer is no. Have them read the directions given with the word list. Discuss the exercise with pupils. Have pupils write a story. Have them share their stories by reading them to one another.

understand  
sentences  
write a story

# Activity 13

## Writing a composition: story

Have pupils review the elements of a “story.” You may wish to have the pupils refer to a story they have studied to note that:

review elements of a  
story  
write a story  
read a story  
evaluate a story

- (i) a story has characters
- (ii) a story happens in a particular place
- (iii) a story tells what happens to the characters
- (iv) a story can be imaginary or can be about real happenings
- (v) a story uses words to help the reader or listener get mind – pictures.

Suggest to pupils that they write a story about some children who are always complaining that they have nothing to do.

For some pupils you may wish to develop the story in a group writing activity. Other pupils may write individually. Have pupils share their stories by reading them aloud to the class. Have pupils note effective words and situations that the writers used.

# Activity 14

**Cartwheels**, pages 157-160: Reading an essay – “Summer Outdoors”

**Interpretation skill:** *Forming sensory impressions.*

## Core Vocabulary

**Review** – summer times good for

## Application of known phonic and structural principles

playing enjoying doing walking fishing biking  
swinging swimming sitting thinking

## Preparation for reading

Have pupils describe some of the things they like to do outdoors in the summer. Have them locate the title in the Contents and turn to page 157.

## Guiding the reading

Have pupils note the form of the essay and the importance of reading the text and studying the pictures. Have them read the essay silently to find out which of the activities are the same as the ones they talked about. Guide the interpretation of the essay using questions and comments that encourage pupils to form sensory impressions and to interpret pictures.

page 157

Where do you think children and dogs are going?  
What sounds do you think they would hear?  
What kind of day do you think it is?

pages 158-159

Which children do you think are having the most fun? Why?  
How do you think the girl in the swing feels?

page 160

What do you like about the pictures on this page?

Have pupils give some words that describe how these pictures make them feel. List the words on the chalkboard.

Have pupils relate the ideas in the essay to the unit theme “Canadian summer.” Have them select the activity they like best and tell why they chose it.

**Experience extension:** Have pupils paint pictures of their ideas about what to do outdoors during the summer. Have pupils use the sentence pattern “Summer is a time for. . . .” to write about their paintings. Display the paintings and sentences. Have pupils select a title for the display.

## Workbook Activity, page 64: Writing sentences

### Illustrating sentences

Have pupils write three sentences to complete the thought “Summer is. . . .” Have them illustrate their sentences. Have them read their sentences to each other.



# Activity 15\*

## “Hopscotch,” “The Slide,” “When I Swing in a Swing”: Listening to poems

attend to a poem

say a poem

extend vocabulary

form sensory  
impressions

read poetry orally

note repeated  
pattern

form sensory  
impressions

1. Read the poem “Hopscotch” to pupils. Encourage them to learn to say it by having them repeat it with you.

### HOPSCOTCH

Feet upon the pavement,  
Hand upon a stone,  
Hop, hop, hop to get it  
After I have thrown.

Bend and grab on one foot,  
Slide upon my shoe.  
I have missed my chances.  
Now it's up to you.

— Marci Ridlon

Have pupils tell what they like about this poem.

2. Read the poem “The Slide” to pupils.

### THE SLIDE

Trudge, trudge, trudge,  
Up, up, up.  
Trudge, trudge, trudge  
To the top.  
Then —  
Silvery,  
Slippery,  
Slithery  
Down I go.

On a slide  
It's always so —  
Down is fast,  
Up is slow.

Why can't it be  
The other way —  
Shorter work,  
Longer play.

— Bonnie Nims

Have pupils demonstrate the word trudge. Have them give words that describe what sliding feels like for them.

You may wish to use this poem for a lesson in reading poetry orally. Write the poem on the chalkboard. Use the procedure described in Activity 11.

3. Read the poem to pupils.

### **WHEN I SWING IN A SWING**

When I swing in a swing,  
I'm a bell.  
I ring.  
Beginning –  
ching-a-ling  
ching-a-ling  
ling-a-ling  
lang-a-lang  
clang-clang  
clong-clong  
CLONG!  
clong-clong  
clang-clang  
lang-a-lang  
ling-a-lang  
ling-a-ling  
ching-a-ling  
ching-a-  
ch-ch-ch

— Bonnie Nims

Have pupils note the repetition of the word pattern and how the words sound like a bell. Repeat the poem encouraging pupils to say it with you.

### **Checking achievement**

Do pupils

- respond to each other in group discussions?
- react to selections presented by the teacher?
- read orally to convey emotional reactions?
- use precise vocabulary?
- use descriptive language to convey sensory impressions in written expression?
- present poetry orally?
- dramatize?
- show an interest in reading voluntarily?
- show an interest in writing voluntarily?
- recognize core vocabulary?
- use contextual and phonic cues to identify words?
- work independently?
- work cooperatively in group situations?

Can pupils

- spell familiar words?
- write legibly?
- note features that need revision in compositions?
- identify story components (characters, setting, situation) to develop a written composition?

# Spelling

## Unit Words

every	once	bet
where	any	give
what	bell	top

## Spelling Activity 1

every  
where  
what

once  
any

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - er in every
  - wh in what and where
  - silent e in where
  - the sound spelled by a in what
  - the pronunciation and spelling of all sounds in once (relate the spelling to one)
  - the spelling of the first sound in any.
3. Have pupils follow the WSP with any words spelled incorrectly in the pretest.

**Note:** Do not distort the pronunciation of words during spelling lessons in an effort to help pupils spell the word correctly. Pronounce the words in the way that pupils are accustomed to hearing and saying them. By doing this you will be helping pupils to become independent in their spelling. When they are spelling words in their own writing, they are hearing and saying the words in the ways of everyday language.

4. Dictate the following sentences and phrases.
  - Every girl has a coat.
  - Where is my kitten?
  - What are you doing?
  - Once upon a time
  - Any yellow apples

### Workbook Activity: page S27

Review the spelling of the words as pupils write them. Study the directions with pupils. Have them complete the page independently.

## Spelling Activity 2

### Review

1. Use the established test procedure with the Unit 47 word list.
2. Have pupils follow the WSP with any words spelled incorrectly on the review test.
3. Have pupils write a story about a boy and his sister who have a toy bear. Have pupils work in pairs to proofread their stories.

For pupils who are having difficulty in spelling, provide individual or small group instruction in proofreading using the stories pupils wrote in this activity.

## Spelling Activity 3

1. Use the established test procedure with the Unit 48 word list.
2. Have pupils follow the WSP with any words spelled incorrectly in the test.

## Spelling Activity 4

bell  
bat

bell  
well

give  
live

give  
top

bet  
met  
jet

top  
hop

1. Dictate the words at the left and check the spelling.
2. Direct pupils' attention to:
  - the double consonant l in bell
  - the sound spelled by e in bell and bet
  - the pronunciation of g in give
  - the silent e in give.
3. Have pupils follow the WSP with any words spelled incorrectly on the pretest.
4. Extend the spelling list by dictating the words at the left. Have pupils suggest other words that follow the pattern.  
Dictate the following sentences:  
Can you ring the bell?  
I'll give you my new top.  
Do you want to bet?

### Workbook Follow-up: page S28

Read the directions with pupils. Have them complete the page independently. Check the page with pupils.

1. Have pupils follow the WSP with any words spelled incorrectly on the pretest.

## Spelling Activity 5

1. Dictate the unit word list.
2. Have pupils follow the WSP with any words spelled incorrectly.
3. Have pupils finish this story:  
Once upon a time there was a magic bell . . .

Have them proofread their stories and then read them orally to one another.

### Workbook Activity: page S29

Study the directions with pupils. Have them complete the page independently.

## Spelling Activity 6

### Assessment

1. Use the established procedure.
2. In other lesson periods you may wish to assess pupils' ability to spell all the words taught in Levels 4 and 5. Use the established procedure for assessment dictation.

top  
once  
every  
give  
where

bell  
any  
what  
bet



## LANGUAGE RECORD CARD — LEVEL 5

Name \_\_\_\_\_ Date \_\_\_\_\_

Use of Experience Range of real experiences available; ability to develop ideas from experience; reference to vicarious experience; ability to see relationships among experiences; ability to recall prior experience; ability to classify things and ideas; ability to relate personal experience to a theme.

Listening Ability to attend for sustained periods; interest in listening to ideas of others; interest in stories; ability to interpret ideas through listening (main idea, sequence, detail, inference, and so on), enjoy interesting language usage; react to the rhythm of poetry; recognize and enjoy humor and nonsense.

Speaking Interest in sharing ideas; confidence in speaking to a group; ability to use language to *question, direct, describe, explain, narrate, reason*; ability to organize ideas for effective oral expression; use of a variety of sentence patterns; fluency of expression; quality of vocabulary — precision, variety, accuracy; quality of ideas expressed; ability to dramatize own interpretation of a story; interpret discussion topic; contribute to a discussion; analyze, summarize, and evaluate a discussion.

Writing Ability to select and organize ideas for writing; ability to dictate a composition; variety of sentence patterns used in writing; understanding of the conventions of written form; interest in writing independently; ability to write independently; ability to use conventions of written form (spelling, punctuation); competence in learning to spell a selected number of words; ability to evaluate handwriting; begin to write smaller letters (one space high); express personal opinions in writing; write familiar phrases and sentences; ability to write individual compositions; revise a composition.

Reading Understands that reading is interpreting ideas; interest in reading library books; interest in reading group compositions and lesson materials; ability to read compositions and reader selections; development of sight vocabulary; knowledge of phonic principles; ability to *apply* phonic principles; use of context to identify words; ability to interpret ideas; quality of reaction to ideas; ability to interpret ideas and communicate emotions through *oral* reading; ability to evaluate written compositions; establish and apply procedure for identifying unknown words independently; ability to form visual, tactile, and auditory impressions; make predictions using title, illustrations, story characters; proofread.

## ADDITIONAL WORD-RECOGNITION LESSONS

Lessons 1-5	Consonant combinations
Lessons 6-11	Special consonants
Lessons 12-16	Short and long vowels
Lessons 17-20	Vowel combinations
Lessons 21-24	Vowels controlled by r
Lesson 25	Vowel a followed by l, u, w
Lessons 26-29	Word structure
Lesson 30	Alphabetical order
Lesson 31	Using punctuation
Lesson 32	Combining sentences
Lessons 33-36	Following oral and written directions

### Lesson 1

#### Associating sound and symbol – consonant combination gh

Before the lesson, have the following sentences on the chalkboard.

1. The kite was bright yellow.
2. The pony ran straight for the gate.
3. Which way did the sleigh go?
4. He began to puff as he ran along the rough road.
5. Have you ever seen a calf laugh?
6. We tried to make a bow with the bread dough.
7. We saw eight ghosts on the gate posts.

Have pupils:

- read each sentence
- underline the words with the letters gh
- circle the word that rhymes with the underlined word
- note the sound represented by gh in each word.

Have pupils write a story using these words:

ghost fright through caught daughter neighbor laugh cough.  
Encourage them to use other words that contain the letters gh.

### Lesson 2

#### Associating sound and symbol – consonant combination ph

Before the lesson, have the following sentences on the chalkboard.

1. Phil found a pheasant in the field.
2. An elephant will not fit in a telephone booth.
3. Is f the first letter in the alphabet?
4. My father took a photograph of a gopher in the forest.
5. Does a dolphin have fins?

associate sound  
and symbol /f/, gh  
read sentences

associate sound  
and symbol /f/, ph  
read sentences

Have pupils:

- read each sentence
- underline the words that contain the letters ph
- circle other words that have /f/
- note that the letters ph and f represent /f/
- answer questions 3 and 5.

Have pupils write a story about an elephant trying to make a telephone call.

Encourage them to use other words containing ph, for example, photo-graph photographer phone alphabet.

### Lesson 3

#### Associating sound and symbol – consonant combinations ng, nk

associate sound  
and symbol /ng/,  
ng, /gnk/, nk

classify words

read a paragraph

write a paragraph

Before the lesson, have the following sentences on the chalkboard.

1. The horse took a long drink from the water tank.
2. When the gang of girls skated across the rink, they spread out their arms like wings.
3. A piece of pink string hung from the plank.
4. The driver made the wrong turn. The other people honked their car horns.
5. Will you bring a hankie for the top of the trunk?
6. "Thank you. We enjoyed your song."

Have pupils:

- read each sentence
- underline words with ng and nk
- list the words in columns' ng and nk
- substitute appropriate vowel letters for the vowels in  
drink string plank song thank.

Have pupils make lists of words containing ng and nk. Discuss the words with pupils.

Have them note the position of ng in some words, for example, hungry change plunge jungle longest and the differences in pronunciation. Have them use some of the words in sentences.

### Lesson 4

#### Associating sound and symbol – consonant combinations gh, ph, ng, nk

associate sound  
and symbol –  
consonant  
combinations

Before the lesson, have the following paragraphs on the chalkboard or duplicate copies for pupils.

1. One spring day my neighbor and I saw something very strange. A gopher was caught in an elephant's trunk. We began to laugh. "Don't laugh at us," the elephant said with a wink.
2. "Clang! Clang! Clang!" went the fire-engine bell. "Is everything ready for the fire drill?" asked the king. "Oh, no," said the fire chief. "Someone forgot to bring the ladder." "Well," said the king. "We'll dunk that person in the water tank with the dolphins!"

Have pupils read each paragraph and draw pictures to go with each.

You may wish to have pupils write their own versions of the first paragraph. Encourage them to use words with the phonic elements being reviewed.

## Lesson 5

### Associating sound and symbol – consonant combinations ch, ph, sh, th, wh

1. Duplicate the following exercise.

Write in the missing letters ch ph sh th wh.

- |  |           |
|--|-----------|
| 1. A very large animal with a trunk            | ele__ant  |
| 2. A part of a tree                            | bran__    |
| 3. An animal that has wool                     | __eep     |
| 4. This is sometimes heard when it rains.      | __under   |
| 5. The color of snow                           | __ite     |
| 6. The room where meals are cooked.            | kit__en   |
| 7. You can use this to fix your hair.          | bru__     |
| 8. You can talk to people on this.             | tele__one |
| 9. The number after two                        | __ree     |
| 10. A kind of bird                             | __easant  |
| 11. A very large animal that lives in the sea. | __ale     |
| 12. Not tall, but _____.                       | __ort     |
| 13. The day before Friday                      | __ursday  |

2. Have pupils check recent group compositions for words containing these consonant combinations. Have pupils write sentences using some of the words.

## Lesson 6

### Associating sound and symbol – special consonants c, g

1. Before the lesson, have the following story on the chalkboard.

#### THE SILLY CIRCUS

The gorilla and the giraffe danced in their cages.  
The camels made faces at the children going by with the grocery carts.  
A goose and a gull wore goggles.  
A colt ate a carrot and rode a fancy bicycle.  
A calf and a dog played golf.  
Six mice made a circle round an orange cow.

Have pupils:

- read each sentence
- underline words with consonant letter c
- circle words with consonant letter g
- list the underlined words under the appropriate headings city, can
- list the circled words under the appropriate headings go, age.

Have pupils select two of the sentences and draw the picture that they saw as they read them.

Have pupils write a story about a magic pencil. Encourage them to use words containing the letters c and g. For example, giant cottage ceiling  
once big huge game girl.

## Lesson 7

### Associating sound and symbol – special consonants c, g

Have pupils make lists of words containing the letter c and g. Have pupils read the words and identify the sounds represented by c and g in each word.

Have pupils work in pairs to write sentences or stories using some of the words from their lists.



## Lesson 8

### Associating sound and symbol – special consonants s, z

associate sound  
and symbol /z/, s, z;  
/s/, s

Before the lesson, have the following sentences on the chalkboard.

1. His nose got frozen in the cold breeze.
2. We visited the seals and the zebras in the zoo.
3. They chased the horse.
4. Is cheese easy to make?
5. Please, may I squeeze the lemon?
6. Sam will win the prize because his story is the best.
7. Susan wrote a silly story about a circus plane that zoomed and zig-zagged around the sky.

Have pupils:

- read each sentence
- underline words that have /z/, s, z
- circle words that have /s/, s.

## Lesson 9

### Associating sound and symbol – special consonants s, z

use substitution by  
using rhyming  
words

Have pupils give rhyming words for each of the following words: nose, breeze, mouse, prize. Write the rhyming words on the chalkboard as pupils say them. Have the pupils note the letters that represent the /s/ or /z/ in each word.

Have pupils select some of the rhyming words and write sentences using them. For example, The breeze made me sneeze.

## Lesson 10

### Associating sound and symbol /ks/, /gs/, x

associate sound  
and symbol /ks/, x,  
cks; /gs/, x  
read sentences

Before the lesson, have the following sentences on the chalkboard.

1. Five, six, pick up sticks.
2. We found sixty extra boxes of figs.
3. The fox wags his tail at the pixie.
4. It's very exciting when the player kicks the ball.
5. The frisky colt tugs at the rope.
6. Max got every example right on the exam.

Have pupils:

- read each sentence
- underline the words with the ks sound
- circle the words with the gz sound
- note the letters that represent the ks and gz sounds.

## Lesson 11

### Associating sound and symbol /ks/, /gs/, x

answer questions

Duplicate the following exercises. Tell pupils to read the sentences and circle the letter in the yes or no answer box depending on whether the statement is true or false. Pupils complete the exercise.

	<u>Yes</u>	<u>No</u>
1. A fox has a bushy tail.	E	A
2. A cement mixer is little.	B	X
3. Walking is good exercise.	I	E
4. A balloon can explode.	T	R

Write the letters that you circled \_\_\_\_\_

Is there a sign with that word on it in your school? \_\_\_\_\_

What does the sign tell people? \_\_\_\_\_

	<u>Yes</u>	<u>No</u>
1. Going to bed is very exciting.	F	P
2. An axe is used to shovel snow.	O	I
3. Sticks will burn.	X	E
4. When you count, sixty comes after fifty.	I	K
5. A candle is made of wax.	E	S

Write the letters that you circled. \_\_\_\_\_

What does the word mean? \_\_\_\_\_

Write a sentence for the word. \_\_\_\_\_

Draw a picture to go with your sentence.

## Lesson 12

### Associating sound and symbol – long and short vowel sounds

Duplicate the following exercise.

Write the missing letter in the word. Use a e i o u.

1. A knife can do this.	c__t
2. Another word for I	m__
3. A long, thin animal	sn__ke
4. Something you can skip with.	r__pe
5. You should drink lots of this.	m__lk
6. People carry things in it.	v__n
7. Something a dog likes to eat.	b__ne
8. A mouse is small, but an elephant is _____.	h__ge
9. It is a pet.	d__g
10. Toothpaste comes in this.	t__be
11. A spider can spin one.	w__b
12. This is fun to ride.	b__ke
13. You sleep on it.	b__d
14. This is in a window.	gl__ss
15. A bed for a baby	cr__b
16. A little tree	b__sh
17. It tells us the time.	cl__ck
18. A big cat with black stripes	t__ger
19. You write with this.	p__n
20. A pet bird lives in it.	c__ge

Have pupils read the directions. Discuss the exercise with the pupils. Have them underline all the words that have long vowels (in both the exercise and answers).

associate sound  
and symbol – long  
and short vowel  
sounds

use context to  
identify a word

classify long vowel  
sounds

## Lesson 13

### Associating sound and symbol – long and short vowel sounds

associate sound  
and symbol – long  
and short vowel  
sounds

identify vowel  
sounds

Prepare two charts – one for short vowel sounds and one for long vowel sounds. For example:

bag	bed	milk	hop	cut
same	she	side	hole	huge

(You may wish to prepare individual charts for pupils who need additional practice in identifying short and long vowel sounds.) Have pupils note the vowel sound in each key word.

Have them refer to stories or group compositions to identify words that have the same vowel sounds as key words that you specify. Have pupils list the story words in the appropriate columns in the charts. Encourage them to find words that have different spelling patterns for the same vowel sound. You may also wish to have pupils use some of the words in sentences. Have pupils do this exercise frequently for short periods of time.

## Lesson 14

### Associating sound and symbol – short vowel sounds

use substitution to  
identify short vowel  
sounds

write sentences

Have pupils spell new words by substituting the vowel letter. Have them work in pairs to write sentences using the sentence pattern below.

1. It isn't a bed, but a \_\_\_\_\_. (something on a plant) [bud]
2. It isn't a pet, but a \_\_\_\_\_. (something to cook in) [pot]
3. It isn't a bag, but a \_\_\_\_\_. (something small and black) [bug]
4. It isn't a cat, but a \_\_\_\_\_. (something to sleep on) [cot]
5. It isn't a cab, but a \_\_\_\_\_. (a little bear) [cub]
6. It isn't a leg, but a \_\_\_\_\_. (piece of wood) [log]

The following words can be used in this kind of exercise.

bag	beg	big	bog	bug	bad	bed	bud	cat	cot	
cut	cab	cob	cub	hat	hit	hot	hut	last	list	lost
sat	sit	set	pat	pet	pit	pot	put	clap	clip	clop
slap	slip	slop	track	trick	truck					

## Lesson 15

### Associating sound and symbol /ē/, /ī/, /y/, y

associate sound  
and symbol /ī/, /ē/,  
/y/, y

read a story

recognize /ī/, /ē/,  
/y/, y

Have the following paragraph on the chalkboard or duplicate copies for pupils before the lesson.

Bobby wrote a funny story. This is his story.

Once upon a time there was a little yellow pony that wanted to fly. Every day the pony would try to fly into the sky. It would put balloons on its ears and run around the yard. The other animals laughed loudly when they saw the silly pony. That made the pony cry. One rainy day a sly fox watched the pony.

"Do you want to know how to fly?" yipped the fox.

"Oh, yes! I really do!" said the pony.

"Come with me to the canyon," said the fox and he put his umbrella up. "Hurry, get under the umbrella." The fox and the pony went to the canyon.

When they got there, the fox said, "Here take my umbrella in your teeth. Then begin to run very fast."

The pony did what the fox said. Suddenly the pony's front feet left the ground. Then his back feet left the ground.

"You're flying! You're flying!" yelped the happy fox.

And the yellow pony flew away on a rainy day.

Have pupils read the story. Have them mark the words containing the letter y with different colored pencils: red line, y is a consonant; blue line, y has long e sound (baby); green line, y has long i sound (cry).

## Lesson 16

### Associating sound and symbol – long and short vowel sounds

Duplicate the following exercise. Have pupils complete it independently.

Read the sentences.

Write in the missing letters. In each sentence use the same letter in all the blanks. The first two sentences are examples.

Circle the words that have short vowel sounds.

People like to do lots of things.

1. Some people like to bake a cake and put it on a plate.
2. Some people like to smile when they ride a bike.
3. Some people like to clap their hands and tap their feet.
4. Some people like to ran and jamp in the san.
5. Some people like to pat a rad han.
6. Some people like to hap on tap of a rack.
7. Some people like to lack a bag green packle.
8. Some people like to uase a hage tabe of toothpaste.
9. Some people like to stay hame and talk on the phane the whale day.
10. But I like to . . .
  - play a dram
  - blow babbles
  - make faces at my friends.
  - gaggles at a faunny story
  - sang a happy sang.

## Lesson 17

### Associating sound and symbol – vowel combinations ie, ei; ai, ay; oa; ea; oo

Before the lesson, have the following sentences on the chalkboard, or on an overhead transparency, or duplicate a copy for each pupil.

- |           |   |
|-----------|---|
| <u>ie</u> | 1. My friend got into mischief playing in the field.<br>2. My niece ate a big piece of pie.             |
| <u>ei</u> | 3. The gym ceiling is eight metres high.<br>4. Have you ever seen reindeer pulling a sleigh?            |
| <u>ay</u> | 5. We like to stay outside and play on a warm day.<br>6. The sky was gray yesterday.                    |
| <u>ai</u> | 7. The man had a pail of paint and a box of nails.<br>8. The snail crawled along the trail in the rain. |
| <u>oa</u> | 9. The goat got in the boat and floated down the river.<br>10. My coat got soaked in the rain.          |



- |           |  |
|-----------|--|
| <u>ea</u> | 11. Early one morning Earl went seal hunting.                            |
|           | 12. His heart beat fast as he heard a bear break the ice with its paw.   |
| <u>oo</u> | 13. The moose stood in the woods.  |
|           | 14. This book is about a goose who lives in a zoo.<br>It is a good book. |

Have pupils note the vowel combination given with each set of sentences. Have pupils:

- read the sentences
- underline the words that contain the vowel combination
- identify the underlined words
- identify the sound represented by the vowel combination.

## Lesson 18

### Associating sound and symbol – vowel combinations ow, ou; oi, oy

Before the lesson, have the following sentences on the chalkboard.

- |           |           |  |
|-----------|-----------|--|
| <u>ow</u> | <u>ou</u> | 1. The brown mouse ran down its hole.                            |
|           |           | 2. Do you know the fellow sitting in the first row?              |
|           |           | 3. The crow gave a loud squawk and flew to the top of the tower. |
| <u>oi</u> | <u>oy</u> | 4. Roy and Joyce enjoy making noise.                             |
|           |           | 5. The boy's coin was stuck in the moist soil.                   |

Use the procedure described in Lesson 17.

## Lesson 19

### Associating sound and symbol – vowel combinations oi, oy; ai, ay

1. Have pupils refer to group compositions and other reading material to find words that contain oi, oy; ai, ay. Have pupils list the words and circle the letters that stand for the same vowel sound in each word.
2. Duplicate the following exercise.

Circle words that have the same vowel sound as say.  
Underline words that have the same vowel sound as toy.

1. The painter sprayed the train with gray paint.
2. The boy sprained his ankle when he fell on the trail.
3. Roy and Joyce made a train out of clay.
4. The hay in the field is moist after the rain.
5. "Wait! I'll show you the way to play that game," said a loud voice.

## Lesson 20

### Associating sound and symbol /ou/, ou, ow; /ō/, ow, oa; /û/, /ü/, oo

1. Have pupils refer to group compositions and other reading material to find words that contain ou, ow, oa, and oo. Have pupils list the words in the appropriate columns on a chart containing these key words: out   cow   grow  
boat   moon   book.
2. Duplicate the following exercise.

associate sound  
and symbol – vowel  
combinations

read sentences

recognize vowel  
combinations

associate sound  
and symbol – vowel  
combinations

classify words

recognize vowel  
combinations

associate sound  
and symbol

classify words

close sentences  
classify words

mouse      moose      down      pool      know      roof  
owl      clown      bounce      road      shouted      school      foot

1. Can you \_\_\_\_\_ a ball a hundred times without stopping?
2. After \_\_\_\_\_ we're going to the \_\_\_\_\_ for a swim.
3. A big \_\_\_\_\_ flew across the \_\_\_\_\_ in front of the car.
4. A \_\_\_\_\_ is a small gray animal.
5. "Wait for us," the children \_\_\_\_\_ to their friends.
6. The funny \_\_\_\_\_ put his \_\_\_\_\_ in a big pail of water.
7. How will we get our ball \_\_\_\_\_ from the \_\_\_\_\_ of the garage? I don't \_\_\_\_\_.
8. A \_\_\_\_\_ is a big animal that lives in the forests.

Have pupils close each sentence using words from the list. Have pupils identify list words that have the same vowel sounds.

3. Duplicate the following exercise:

Write in the missing letters. Use ou ow oo oa.

- |   |         |
|---|---------|
| 1. Something pretty that grows in the summer. | fl__ers |
| 2. A kind of fish                             | tr__t   |
| 3. This is used to sweep the floor.           | br__m   |
| 4. This is good to eat with jam.              | t__st   |
| 5. The color of the sun                       | yell__  |
| 6. Many people in one place                   | cr__d   |
| 7. You wear these when it rains or snows.     | b__ts   |
| 8. The place where plants will grow.          | gr__nd  |
| 9. You use this to wash.                      | s__p    |
| 10. You can hang your coat on this.           | h__k    |
| 11. This animal gives milk.                   | c__     |
| 12. What you say when you get hurt.           | __ch    |
| 13. A kind of tree                            | __k     |
| 14. A player on a hockey team                 | g__lie  |
| 15. Not lost, but _____.                      | f__nd   |

use context to  
identify words

## Lesson 21

### Associating sound and symbol – r controlled vowels

associate sound  
and symbol –  
r-controlled vowels  
recognize  
r-controlled vowels

Before the lesson, have the following lists of words on the chalkboard.

warn	porch	clever	hurt	bird
start	fort	ever	turn	thirty
bark	forks	over	curly	birch
cart	story	helper	gurgled	girl
park	ornamental	herself	hurry	circus
are	before	Bernie	purple	first
sharp	sort	roller	surprised	dirt

Have pupils read each list of words, identify the common sound in each word and circle the two letters (ar or er ur ir) that represent the sound.

Have pupils listen as you read the last three lists of words across the rows. Have pupils identify the sound that is common to all the words. Have them look at the words and identify the letters that make the common sound.

## Lesson 22

### Associating sound and symbol – r controlled vowels

#### classify words

Prepare individual charts for pupils with key words as headings for each column.

cart forks clever hurt bird

Have pupils refer to group compositions and selections read recently to find words that have the same vowel sounds as the key words. Have pupils write the words in the appropriate columns in their charts. Have pupils work in pairs to read the words to each other, and to write sentences using the words.

## Lesson 23

### Associating sound and symbol – r controlled vowels

Duplicate the following exercise.

#### read sentences

#### recognize r-controlled vowels

Read each sentence.

Draw a picture for each sentence.

Circle the words that have the same vowel sound as bird.

1. Four horses are working in the corn.
2. Bernie, the circus bear, turned thirteen cartwheels.
3. The girl put pepper on her tart.
4. The nurse has a purple purse.
5. The worm and the turtle had a race. The turtle was first.

## Lesson 24

### Associating sound and symbol – r controlled vowels

Duplicate the following exercise.

#### read sentences close sentences

Write the missing letters in each word.

- |   |           |
|---|-----------|
| 1. What a dog can do.                             | b__rk     |
| 2. A person who works in a store.                 | cl__rk    |
| 3. Snow falls and it gets cold.                   | wint__r   |
| 4. A little animal with a bushy tail              | squ__rrel |
| 5. Someone who gives you a needle.                | n__rse    |
| 6. What you read in a book.                       | st__ry    |
| 7. The edge of the sidewalk                       | c__rb     |
| 8. An animal that can fly.                        | b__rd     |
| 9. You use this to eat.                           | f__rk     |
| 10. A place where animals live.                   | f__rm     |
| 11. You can do this in a parade.                  | m__rch    |
| 12. An animal that carries its house on its back. | t__rtle   |

## Lesson 25

### Associating sound and symbol – /ɒ/, a followed by l, u, w

#### associate sound and symbol – a followed by l, u, w

Before the lesson, have the following sentences on the chalkboard.

1. Paula opened her jaws wide and yawned.
2. They caught a hawk and brought it to class.
3. When we laughed, the fawn ran away.
4. Let's draw an autumn picture.
5. Walt and his pal looked at the bird's claws.
6. They saw fat paw prints on the lawn.

**classify words**

Have pupils

- underline all the words that have letter a
- identify the words
- note the vowel sounds /a /, / â /
- list the words under the appropriate vowel sound
- read each list of words.

Duplicate the following exercise.

**close sentences**

**illustrate sentences**

Write a list word in each sentence.

Circle the word in the sentence that has the same vowel sound as the list word you wrote.

lawn	crawl	fall
hawk	tall	straw
wall	ball	fawn
caught	yawn	halt

1. A giant is very \_\_\_\_\_.  
Draw a picture of a giant.
2. The baby saw the puppy.  
It threw a \_\_\_\_\_ at the little dog.  
The puppy ran away.  
Then the baby started to \_\_\_\_\_ after it.
3. Another word for autumn is \_\_\_\_\_.
4. All the children were very sleepy.  
They began to \_\_\_\_\_.
5. Now that the snow is gone, the \_\_\_\_\_ is turning green.
6. We drank the pop with a small \_\_\_\_\_.
7. We went for a walk in the woods.  
We saw a \_\_\_\_\_ and a \_\_\_\_\_.
8. We always \_\_\_\_\_ before crossing the street.
9. A little bird had its foot \_\_\_\_\_ in a crack in the \_\_\_\_\_.

**Lesson 26**

**Understanding word structure: suffixes -ly, -er, -est**

**recognize endings  
-ly, -er, -est**

**identify root words**

**recognize spelling  
change – y to i**

**write sentences**

Before the lesson, have the following words on the chalkboard.

loudly	louder	loudest
busily	busier	busiest
quickly	quicker	quickest
happily	happier	happiest
noisily	noisier	noisiest

Have pupils

- read each row of words
- circle each ending
- identify the root word
- write the root word (with its correct spelling).

Have them review the generalization that when a word ends in y, the y is usually changed to i before adding the endings -ly, -er, -est.

Have pupils select one word from each row and use the word in a sentence.



## Lesson 27

### Understanding word structure: suffixes -ly, -er, est

Before the lesson, have the following sentences on the chalkboard or duplicate copies for pupils.

Dale, Frank, and Gene are friends. But they are all very different.

Dale is the funniest. He loves to play jokes on people. He is always busily planning another joke to play on someone.

Frank is much quieter. He likes to read the biggest books and tell the happiest stories. Frank talks softly when he tells stories.

Gene is the smallest of the boys. But he is the fastest runner. Gene is happiest when he beats Frank and Dale in a race.

### Identify root words

Have pupils underline the words that are made from the following root words.

happy funny fast busy quiet big small soft

Answer these questions.

1. Who makes people laugh?
2. What does Frank like to do?
3. Write two words that tell about Gene.

## Lesson 28

### Understanding word structure: -er, -est

Before the lesson, have the following words on the chalkboard.

greener	redder	brighter	blacker	thinner	hotter
greenest	reddest	brightest	blackest	thinnest	hottest

Have pupils:

- read each column of words
- circle each ending
- identify the root word
- write the root word (with its correct spelling).

Have them review the generalization that the final consonant is often doubled before adding -er or -est when the root word ends in a single consonant preceded by a single vowel.

Have pupils select words from the lists and use them in sentences.

Write these root words on the chalkboard: soft big yellow small fat  
sad.

Have pupils add -er and -est to each word.

## Lesson 29

### Understanding word structure: -er, -est

Before you begin the lesson, write the following words and sentences on the chalkboard or duplicate copies for pupils.

1. Add the suffixes -er and -est to each word.

sweet	_____	_____
big	_____	_____
bright	_____	_____
hot	_____	_____
strong	_____	_____
thin	_____	_____
flat	_____	_____

### Recognize endings -er, -est

### Recognize root words

### Recognize spelling change — consonant doubled

### Use list words in sentences

### Recognize endings -er, -est

close sentences

2. Use the list words and the words you wrote to finish the sentences.

One day the Grade 2 children went to the zoo. They saw an elephant, a tiger and a hippopotamus. They said, "The hippo is the \_\_\_\_\_ one."

Then they saw a beaver and a muskrat. "The beaver's tail is \_\_\_\_\_," said the children.

They also saw some birds. "The birds have the \_\_\_\_\_ eyes," said the teacher.

Soon everyone was hungry. One of the boys said, "I want a hotdog with \_\_\_\_\_ mustard on it."

Another boy said, "I'll have a chili burger. That's \_\_\_\_\_ than a hotdog."

Some of the children wanted candy floss and ice cream. They liked \_\_\_\_\_ things. "The candy floss is \_\_\_\_\_ than the ice cream," said one of the girls.

Everyone had a good day at the zoo.

Lesson 30

Understanding alphabetical order

Have pupils work in pairs and say the alphabet to each other.

Before the lesson, write the following questions on the chalkboard, or duplicate for each pupil.

1. What is the third letter of the alphabet?    \_\_\_

2. What letter comes before P?           \_\_\_

3. What letter comes after H?           \_\_\_

4. What letter comes between T and V?    \_\_\_

5. What are the last three letters of the alphabet?    \_\_\_    \_\_\_    \_\_\_

6. What are the first three letters of the alphabet?    \_\_\_    \_\_\_    \_\_\_

7. How many letters are there in the alphabet?    \_\_\_

Have pupils list the unit spelling words in alphabetical order. You may wish to dictate Use other examples according to pupils' needs.

Have pupils list the unit speiling words in alphabetical order. You may wish to dictate the words to provide additional spelling practice. Then have pupils number the words according to the correct alphabetical sequence.

**Note:** *In spelling lists where more than one word has the same beginning letter, group the words for the alphabetizing activity so that pupils do not have to look beyond the first letter in preparing the alphabetical list.*

Independent exercises

Duplicate the following exercise. Have pupils arrange the words in alphabetical order to make a sentence.

1. new Don wagon Can go station in Jack's

2. girl in to Every seems zippers neighborhood Joan's wear

3. Collins every Ask down Betty Friday

4. is large elephant an

5. opens parcels Nancy quickly

Have pupils work in small groups. Name a category, such as "animals." Have pupils give the names of animals in alphabetical sequence beginning with A (or some letter that you specify). For example, ape, bear, camel, donkey, elephant, fox, giraffe, and so on. You may wish to write the pupils' responses on the chalkboard.

Other categories: food, fruits, vegetables, places, ways of moving, clothing, machines, jobs.

understand  
alphabetical order  
answer questions  
about alphabetical  
order

list words in  
alphabetical order

alphabetize to make  
a sentence

classify obiects in  
alphabetical order

## Lesson 31

### Using punctuation – capital letters, periods, question marks

understand  
punctuation

read and punctuate  
sentences

Have pupils note the punctuation marks used in several recent group compositions. Have them note the use of capital letters to begin sentences and for the names of people and places. Have them note the use of periods and question marks at the end of sentences.

Write the following sentences on the chalkboard. Have pupils indicate the punctuation that is needed.

One day simon and his grandmother went shopping  
they went to the supermarket at mart shopping plaza  
grandmother bought some apples and cookies  
“can i have an ice-cream cone” asked simon

Have pupils work in pairs checking individual compositions for correct use of punctuation. You may wish to have pupils use the composition they write in spelling activities.

Duplicate sentences from reader selections or group compositions that pupils have studied recently. Omit the punctuation marks in the duplicated copies. Have pupils read and punctuate the sentences. Have them work in pairs to check each other's punctuation. Have pupils compare their punctuation with the sentences in the original material.

## Lesson 32

### Combining sentences

combine sentences

note connectives

write combining  
sentences

Before the lesson, have the following sentences on the chalkboard or duplicate.

1. Her mother saw her. She said, “Go wash your hands. Go wash your face.”
2. The dog wanted to play. It wagged its tail. It raced around the house.
3. Rick found his money. It was wet and muddy.
4. Sandra likes summer. She can go swimming every day.
5. The children like the water bikes. They can squirt water at their friends.

Have pupils:

- read each set of sentences
- discuss ways in which the sentences can be combined
- dictate the combined sentences
- note the connectives that are used.

Use other examples from group compositions.

Duplicate the following exercise. Have pupils complete it independently. Discuss the exercise with pupils.

1. I can't ride my new bike. It is too big.
2. The boys built a tree-house. They could play by themselves.
3. The children made a tall snowman. The sun came out. The snowman melted.
4. Bart was playing. He heard the car drive in. He looked up. He saw his friend Sam. Sam was in the car.

## Lesson 33

### Following oral directions

Provide pupils with copies of the following word lists.

1. tower   pencil   flagpole   pin   mountain
2. quarter   rope   mittens   kite   mouse
3. boots   run   swim   shirt   jump
4. lollipop   carrot   ice cream   gum   peas
5. mouse   ladybug   shark   grasshopper   bee

Give the following directions orally. Have pupils follow the directions for each number.

1. Put a red line under all the things that are tall.
2. Put a red circle on all the things that you can play with.
3. Put a green X on each word that tells what you can do.
4. Put a blue line under each thing that is sweet.
5. Put a blue line under each thing that is small.

## Lesson 34

### Following oral directions

Provide each pupil with crayons and a sheet of paper. Have them follow these directions as you give them orally.

1. Fold the paper in four parts. Draw a big red circle, a big green circle, a big blue circle, and a big orange circle. Draw one circle on each part of your paper.
2. Write the number 1 at the top left-side of the first circle. Write the number 2 in the same place beside the second circle. Do the same thing with the numbers 3 and 4 for the last two circles.
3. In circle 1 make a funny face with your blue crayon. Put a pointed hat on top of the face.
4. In circle 2 write your name using a red crayon.
5. Make a black-and-white cat out of circle 3.
6. Make a bird eating a worm out of circle 4. Use brown and red crayons.

## Lesson 35

### Following written directions

Duplicate copies of the following exercise.

You will need a sheet of paper, a pencil, and crayons.

Read the directions. Use the directions to draw the picture.

1. Draw a picture frame.
2. Make 2 big green trees in the middle of the picture frame.
3. Draw 2 squirrels under one tree and 3 birds in the other tree.
4. Put a picnic table in the bottom right corner of the picture frame. Draw three things that you like to eat on the table.
5. Draw two swings in the bottom left corner of the picture frame. Draw yourself playing on the swings.
6. Draw a puppy running towards the picnic table.
7. Color your picture.
8. Write three sentences about your picture.



# Lesson 36

follow written  
directions

## Following written directions

Duplicate the following exercises.

Read each sentence.

Circle the letter in the yes or no answer box that you choose.

	<u>Yes</u>	<u>No</u>
1. Ice cream is hot.	<u>G</u>	<u>F</u>
2. Peas are green.	O	A
3. Corn is brown.	B	O
4. Water is always wet.	D	K

Write the letters that you circled.  
Write a sentence for the word.

Read each sentence.

Circle the letter in the yes or no answer box that you choose.

	<u>Yes</u>	<u>No</u>
1. An elephant is very big.	<u>A</u>	<u>B</u>
2. A zebra has stripes.	N	O
3. A giraffe has a short neck.	P	I
4. A shark lives in the water.	M	L
5. A lion can laugh.	C	A
6. A camel can talk.	E	L
7. A monkey eats bananas.	S	E

Write the letters that you circled.  
Write a sentence for the word.

## GAMES AND ACTIVITIES

### 1. Reado

To provide practice in recognizing core vocabulary

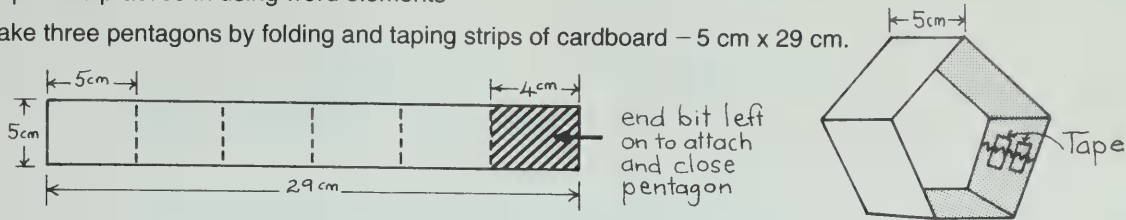
Have available "bingo" type cards with READO printed at the top. The 25 squares on the card should be filled in with words from the core vocabulary. Each card, of course, has different words. The middle box can be marked "Free!" You will also need chips of some sort – small cardboard circles will do. The reader has a word box of cardboard squares on which are printed words from the core vocabulary, and a game dial on which is printed the letters READO around the circumference. The 'reader' spins the dial and picks a word square from the box. He/she calls out the letter shown on the spinner and the word that was picked; for example, "E-MITTEN" The word is put back in the box. If a player has the word mitten in the E column he/she covers it with a chip. The first player to have five chips in a row wins.

R	E	A	D	O

2. Penta-Words

To provide practice in using word elements

Make three pentagons by folding and taping strips of cardboard – 5 cm x 29 cm.



- On the inside, number each pentagon 1, 2, or 3.
- On the five outside faces of pentagon # 1 write the letters b, n, t, p, r.
- On the five outside faces of pentagon # 2 write the letters a, e, i, o, u.
- On the five outside faces of pentagon # 3 write the letters g, t, n, d, p.

Pupil arranges the pentagons in numerical order, side by side. By rotating each pentagon he/she can find many 3-letter words reading across the top sections of the pentagons. Pupils should record as many words as possible on a piece of paper.



Many sets of these pentagons can be used by varying the numbers and the letters.

3. Scrambled Safari

To provide practice in looking for word elements


On a mimeographed sheet write the names of ten animals in scrambled form. Mimeograph an answer sheet for pupils to record the animal name. When the pupil unscrambles the letters, he/she has captured the animal and can put it in one of the boxes on the answer sheet.

1. abrez


2. fegirfa

3. regit


6. trutel



4. phentale



5. lialrog



10. eap

7. yekmon

8. inlo

9. bitbar

1. zebra	2. giraffe
3. tiger	4. elephant
5. gorilla	6. turtle
7. monkey	8. lion
9. rabbit	10. ape

answer sheet

4. Five-O

To provide practice in categorization

	FOOD	SPORT	NAME	CITY	ANIMAL
L	lettuce	lacrosse	Linda		lion
E	egg		Evelyn	Edmonton	elephant
M	melon		Melanie	Montreal	monkey
O	omlette		Opal	Ottawa	ostrich
N			Nancy		

Make a grid as above on mimeographed sheets. Write in a five-lettered word in the column on the left. At the top, list five categories such as names, vegetables, fruits, cars, countries, cities, birds, animals, sports, games, etc. The word and categories must be the same for all players.

Players have about ten minutes in which to fill in the spaces on their papers. They must find words which begin with the letter on the left and belong to the category above. Scoring: For a word no one else has, 2 points; for a word someone else has, 1 point; Each player adds up his/her score and the highest score wins.

Pupils can make their own cards for this game.

5. Sh-Sh-Sh

To provide practice in identifying and reading words with silent consonants

Make a series of 50 or 60 cards. On half the deck write words that contain a silent l, k, w or b. (for example, talk, knot, write, comb). On the other half write words that contain l, k, w or b, but are not silent. (for example, let, cake, water, bat). One player is the "dealer." He/she shuffles the deck and keeps it face down on the table. He/she turns one card over. If it contains a silent l, k, w or b, the first person to say "sh-sh-sh" and read the word aloud, keeps that card. If a player says "sh-sh-sh" and the word does not contain a silent l, k, w or b, he/she must forfeit a card. The game continues until the deck is finished. The person with the most "sh-sh-sh" cards wins. The person to the dealer's left now becomes dealer.

6. Howl-Vowel

To provide practice in recognizing the sounds represented by the letters ea, ee, y, e

Make a deck of 48 cards. On half the deck print these words:

meadow	eat	sky	slowly	sheep	led
bread	meal	fly	story	asleep	bed
feather	clean	try	funny	three	get
head	hear	shy	baby	tree	pet

On the other half, print eight cards with e, twelve cards with e, and four with i.

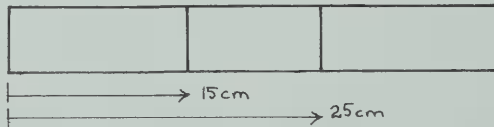
Shuffle the cards and lay them face down in rows of eight cards each. Players take turns turning up any one card. When a word card is turned over for which there is a matching vowel sound card face up, the player who sees it first and says "howl vowel" gets to keep the pair. The player who has the most pairs at the end, wins the game.

Variations – This can be adapted for other vowel generalizations.

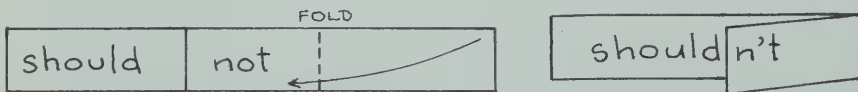
7. Contraction Cards

To provide practice with contractions

Make a series of cardboard strips, about 5 cm wide and 40 cm long. Mark lines 15 cm and 25 cm from the left edge.



Choose two words that can be contracted, (for example, should not). Write the first word (should) in the first box. Do not go past the 15 cm line. In the second box write the second word (not). Fold along the 25 cm line, over the word "not" so only should is seen (trim as necessary). On the back of the fold write n't close to the edge so it meets should. Do the same for other contractions. Children can use the cards alone, to reinforce and test their knowledge of contractions, by reading the two words aloud, saying and spelling the contraction and then folding the card to check their response. Two or more pupils can play a game with them. A card is placed open on the table. Whoever first says and spells the matching contraction correctly keeps the card. The player with the most cards wins.

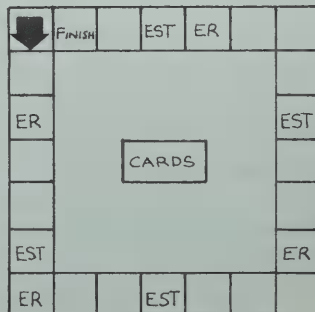


8. Er-Est

To provide practice in changing words by adding -er and -est, and in changing the spelling of words ending in y (to i) before adding these endings

Have available a spinner marked one to five. Make a game board 28 cm x 28 cm, and measure off 4 cm squares around the edge. On some of the squares write -er or -est. In the centre of the board draw a rectangle 5 cm x 10 cm to hold word cards. Make at least 14 word cards and on them write; tall, smart, short, sick, dumb, happy, skinny, pretty, silly, merry, sleepy, easy, jolly, ugly. Underline the words. Under the words write the -er and -est form.

happy  
happier  
happiest



## 9. Space Race

Make a game board 16 cm wide and 60 cm long marked from left to right into four rows of thirteen 4 cm squares. In the remaining area at the right draw a moon. Cut out four space capsules, from different colored cardboard. Print up cards with words from the core vocabulary.



## 10. Five Questions

Have available a box of picture cards of any interesting or thought-provoking situations cut out from magazines or newspapers. They might include interesting animals, good deeds, rescues, weather stories, and so on. Also have available a 3-minute timer and paper. This activity is to be done in pairs. Each player picks a card and in three minutes must write five questions about the picture. Pupils then exchange picture and questions with their partners and have three minutes to answer the partner's questions. Scoring should be done together. Pupils score two points for each question they have written and punctuated correctly, and for each sensible answer they have written and punctuated correctly. If the punctuation is incorrect or if the question/answer is unintelligible, they lose one point. As there can be no right or wrong responses, partners may have to discuss and defend their work. The player with the most points wins.

You may prefer not to have the children score their work but rather, just discuss their answers and correct punctuation together.

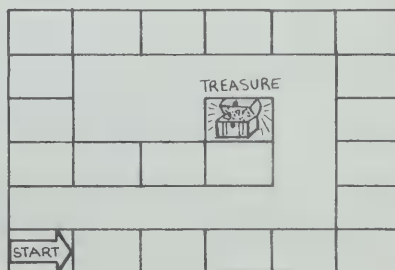
You might ask pupils to show you their work occasionally, and in this way you might spot difficulties in punctuation, capitalization, questioning, or answering.

## 11. Digraph Treasure-Hunt

To provide practice in recognizing digraph sounds in words

Prepare a game board of about 36 cm x 36 cm and measure off 6 cm squares around the board. Find or draw pictures of words beginning with the digraphs sh, ch, th, and wh and glue them in the squares.

Make a spinner with the same digraphs printed around the edge. Make four different-colored cards with a picture of a pirate on each.





Each player in turn spins the dial and moves his/her pirate, in a counter-clockwise direction, to the next picture whose name begins with the digraph shown by the dial. He/she must say the name of the picture before he/she can move. More than one pirate can occupy the same picture square. The first pirate to reach the treasure wins.

### 13. Sensible Sentences

To provide practice in writing and reading sentences

Take three different colors of paper and make 30 small rectangles of each. On one color set write nouns; for example, dragon, police; on another color set write action words; for example, leap, run; on the last set write descriptive words; for example, beautiful, ugly. Put the papers in three separate boxes of corresponding colours (red papers go in the red box). Pupils pick one card from each box and write a sentence that includes the three words (but will have other words of course). For example, "The dragon leaped up and ran after the beautiful car!" If pupils work in pairs, they can read their sentences to each other and then check them for spelling and punctuation.

Extension: Pupils can expand their sentences into stories and illustrate them.

### 14. Word Yo-yo

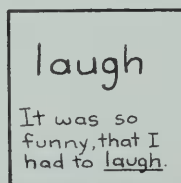
To provide practice in spelling and using word elements

On small pieces of paper, write 15 three-letter words (for example, pin, two) and 15 four-letter words (for example, find, love). Put the three-letter words in one envelope and the four-letter ones in another. Two pupils each select one word from either envelope. They then take three minutes to list, on their own, as many different words as they can by changing just one letter each time (for example, find, fine, dine, dime, dame, lame, and so on. The pupil with the longest list is the winner.

### 15. Fish (Phish Ghish)

To provide practice in recognizing words that have varying spellings for the f sound

Make 22 cards out of cardboard and on them print the following words – phone, elephant, paragraph, photo, nephew, orphan, Philip, pheasant, fast, fix, soft, calf, father, feet, fan, fawn, fall, free, enough, cough, laugh, coughing. Under the word print a simple sentence that includes the word to provide a context clue if the pupil has difficulty reading the word. Underline the key word.



Each of 2 players is dealt 3 cards. The rest of the cards are left face down in a pile on the table. Each player in turn takes one of his/her cards and reads the word and sentence. If the other players hold a card that has a word with the same letters for the "f" sound he/she must give it to the reader. If he/she gives a card that has different letters for the "f" sound, he/she must take a card from the centre pile. If he/she has no matching card he/she says "FISH" and the reader must take a card from the centre pile. Pairs of matching cards are placed in front of each player. The first player to run out of cards wins the game.

### 16. Alphaline

To provide practice in alphabetizing

Make a series of 26 cards 5 cm x 8 cm and on them write words (from the core vocabulary or unit theme) beginning with each letter of the alphabet. Glue, tape, or staple the cards to clothes pins. Put the tagged clothes pins in a box or bag. Have available a length of cord a metre or more long that a pupil can tie across two chairs or in any convenient place. It must be taut and secure. He/she can then sort the words and clip them on to the line in correct alphabetical order. Have more than one set of words-on-clothes pins available. Sets can be color coded to keep them separate.



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